DOCUMENT RESUME

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ABSTRACT

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses making suggestions, encourages and prepares workers to share their suggestions and become active participants in formal and informal suggestion programs. Workers using the module learn to assess the value of their ideas, and present their suggestions convincingly. This module contains six 1-1/2 hour lessons that cover the following topics: (1) looking for better ways of doing things; (2) getting the information you need; (3) the importance of planning; (4) designing clear and concise messages; (5) putting ideas on paper: preparing presentations; and (6) selling your ideas. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains lessons on the supervisor's role and making suggestions: presentations. (KC)

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ED 426 306

JobLink

Winning At Work

Making Suggestions

Turning Ideas Into Action

- Looking for Better Ways of Doing Things
- Getting the Information You Need
- The Importance of Planning
- Designing Clear and Concise Messages
- Putting Ideas on Paper: Preparing Presentations
- Selling Your Ideas

CE 078 641

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An Introduction

Module Description: One key responsibility of team members is *to make suggestions about improvements* they see for doing their jobs. Unfortunately, team members face several obstacles in their attempts to fulfill this responsibility:

- One is that many employees are not accustomed to discussing their ideas with others (especially with supervisors and upper management). These employees find sharing their suggestions uncomfortable and difficult.
- Another obstacle that employees face is the inability to find the information and the data they need to (1) support their ideas or suggestions and (2) show others how the suggestions will work.
- And then, even if employees have supporting information, they often face a third obstacle, the need to communicate the information effectively to the right person, that is, to someone who can *do something* with the information.

This module covers all the steps needed to make suggestions and addresses these common obstacles. Employees who complete this module will know how to put the pieces together and will find it easier to actually make suggestions as situations arise on the job.

Training Goal: To teach students the steps they must follow to make suggestions that can be implemented in their organizations.

Training Objectives: By the end of this module, students will be able to:

1. Understand how to identify areas of improvement and how to look for better ways of doing things.
2. Find the information they need to support their suggestion ideas.
3. Understand how to plan making their suggestions.
4. Design clear and concise messages.
5. Propose suggestions to their managers or supervisors.

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Module 6 Materials

Materials	Lesson#
Name tags	All
Paper	All
Pencils	All
Transparency Markers	All
Flip chart/Whiteboard markers	All
Blank Paper (1 sheet per person)	1
Calculators	3
Information on company's procedures for making suggestions	5

Equipment	Lesson#
Overhead projector	All
Flip chart/Whiteboard	All

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JobLink

Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 1
Looking for Better Ways of Doing Things

▼ Lesson Description

This lesson covers the basic concepts of **making suggestions.** Many students understand the concept of external customer and supplier, but do not think of *internal* departments or *internal* people as customers or suppliers, and these concepts are introduced in this lesson. In addition, the lesson attempts to get students to begin to think about ways to improve their jobs that can be turned into a formal suggestion in future lessons.

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▼ Objectives

By completing this lesson, students will be able to:

1. **Identify** important tasks and results.
2. **Identify** methods to come up with better ways to achieve results.
3. **Explain** the importance of making suggestions.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Flip chart
3. Blank paper (1 sheet per person)
4. Pens and pencils

▼ Forms

"Pretest"

"Learner Enrollment"

▼ Transparencies

"Glossary Words" (Transparency 1)

"9 Dots" (Transparency 2)

▼ Handouts

"Glossary Words" (Handout 1)

"9 Dots" (Handout 2)

"Improving Our Job" (Handout 3)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	30 min.
First Activity- Small Groups	20 min.
Second Activity- Small Groups	30 min.
Ending- Large Group	10 min.

▼ Key — Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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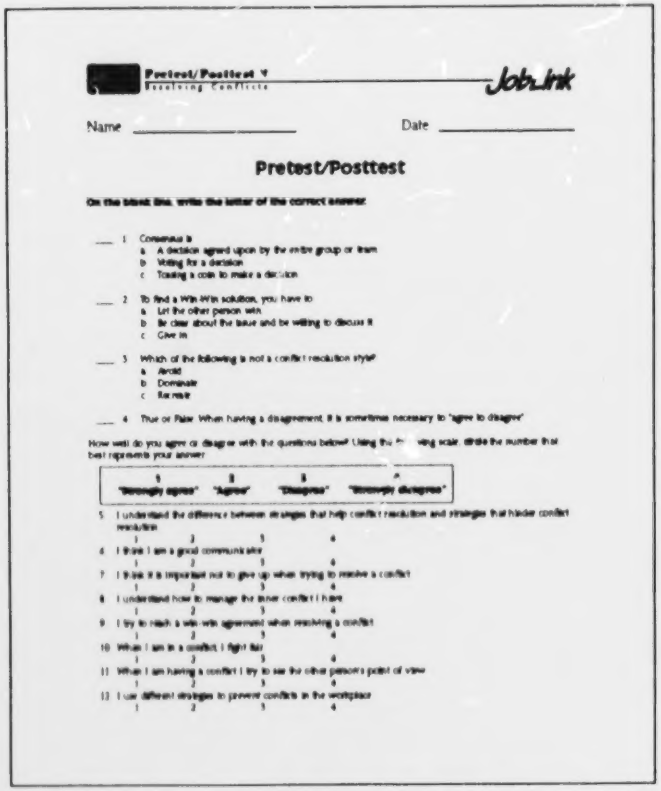


Pretest/Posttest ▼
Resolving Conflicts
JobLink

Name _____ Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

___ 1 Consensus is
a A decision agreed upon by the entire group or team
b Voting for a decision
c Tossing a coin to make a decision

___ 2 To find a Win-Win solution, you have to
a Let the other person win
b Be clear about the issue and be willing to discuss it
c Give in

___ 3 Which of the following is not a conflict resolution style?
a Avoid
b Dominate
c Retreat

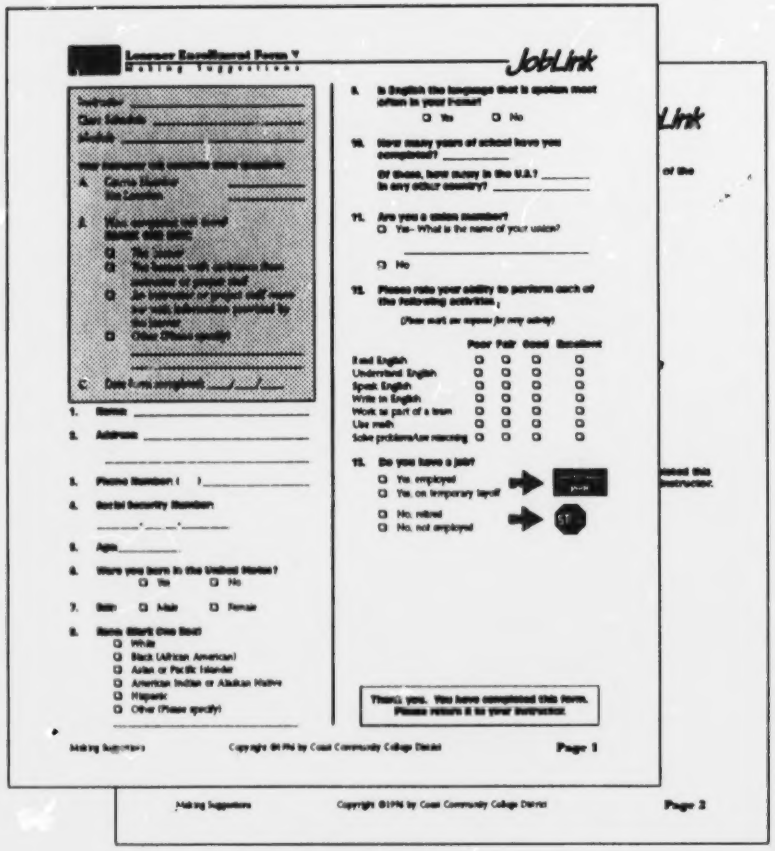
___ 4 True or False: When having a disagreement, it is sometimes necessary to "agree to disagree"

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1	2	3	4
"Strongly agree"	"Agree"	"Disagree"	"Strongly disagree"

5 I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution
1 2 3 4
6 I think I am a good communicator
1 2 3 4
7 I think it is important not to give up when trying to resolve a conflict
1 2 3 4
8 I understand how to manage the inner conflict I have
1 2 3 4
9 I try to reach a win-win agreement when resolving a conflict
1 2 3 4
10 When I am in a conflict, I fight fair
1 2 3 4
11 When I am having a conflict I try to see the other person's point of view
1 2 3 4
12 I use different strategies to prevent conflicts in the workplace
1 2 3 4

Form



Learner Enrollment Form ▼
Making Suggestions
JobLink

Instructor _____
Class Schedule _____
Module _____

Your Answers will remain confidential

A. County Number _____
Test Location _____

B. This questions will help Jewish Vocational Service Job Corp serve you better. Please circle the number that best represents your answer.
1 Not at all
2 Yes, but I have had some experience from someone at school and/or work
3 Yes, and I have had a lot of experience from someone at school and/or work
4 Other (Please specify) _____

C. Date Form completed: ___/___/___

1. Name _____
2. Address _____
3. Phone Number ( ) _____
4. Social Security Number ___-___-____
5. Age _____
6. Were you born in the United States? ☐ Yes ☐ No
7. Sex ☐ Male ☐ Female
8. Race (Mark One Box)
☐ White
☐ Black (African American)
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Hispanic
☐ Other (Please specify) _____

9. Is English the language that is spoken most often in your home?
☐ Yes ☐ No

10. How many years of school have you completed? _____
Of these, how many in the U.S.? _____
In any other country? _____

11. Are you a union member?
☐ Yes- What is the name of your union? _____
☐ No

12. Please rate your ability to perform each of the following activities:
(Please mark an answer for any activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

13. Do you have a job?
☐ Yes, employed → [illegible]
☐ Yes, on temporary layoff → [illegible]
☐ No, retired → STOP
☐ No, not employed → STOP

Thank you. You have completed this form. Please return it to your instructor.

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Form

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▼ Activities

▼ Opening: 30 Minutes

1. **Welcome** students. **Introduce** yourself.
2. **Summarize** what will be covered in the next 6 sessions.

3. **Distribute** "Pretest." **Explain** (a) that students should not know the answers, (b) that they will be getting the same assessment at the end of the class, and (c) that the comparison allows you to track their progress.

4. **Distribute** "Learner Enrollment" form. **Tell** the students "this information will help us figure out who our students are." Collect filled out forms.

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▼ Activities

▼ Opening: (continued)

5. **Explain** the distinction between *external customers* and *internal customers*. **Begin,** for example, by saying:

   "Each person has a customer and a supplier. The customer is the person to whom we hand off something when we finish. We can have *external* customers (*for example,* the customer who buys our product), and we can also have *internal* customers (*for example,* the next person individual or the next department in the process)."

   Ask each student to give an example of one *external* customer. Then **introduce** the concept of *internal* customers by saying, for example:

   "Let's say that I work for a company that makes widgets and that the widgets are sold in grocery stores. My external customer is the grocery store buyer who buys the widgets. If I work in the order department, then my *internal* customer might be the warehouse person who pulls the item. He is the person I hand the order off to. And *his* internal customer might be the shipping person who ships the order to the store."

6. **Explain** the distinction between *external* suppliers and *internals* suppliers:

   "A *supplier* is someone who hands something off to us. We can have *external suppliers* and *internal* suppliers. An external supplier is someone from outside the company that supplies us with something. For example, if we use special plastic material to package our widgets, the plastic material company is an external supplier.

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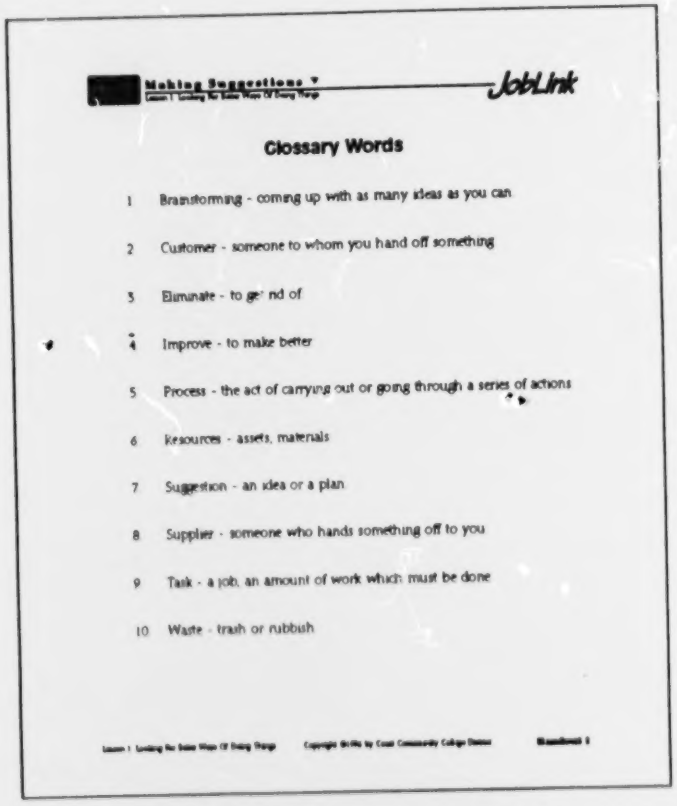
Making Suggestions ▼
JobLink
Glossary Words
1 Brainstorming - coming up with as many ideas as you can
2 Customer - someone to whom you hand off something
3 Eliminate - to get rid of
4 Improve - to make better
5 Process - the act of carrying out or going through a series of actions
6 Resources - assets, materials
7 Suggestion - an idea or a plan
8 Supplier - someone who hands something off to you
9 Task - a job, an amount of work which must be done
10 Waste - trash or rubbish

Handout 1, Transparency 1

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▼ Activities

▼ Opening: (continued)

"An *internal supplier* is a person or a department that hands something to us. For example, the order department in the widget company is an internal supplier to the warehouse, and the warehouse is an internal supplier to the shipping department."

Ask students if they can name any of their *external* suppliers.

7. **Tell** students to introduce themselves to the rest of the class. **Go** around the room and have them introduce themselves:

   By saying–
   Who they are
   Where they work
   What they do

   And by naming–
   One of their internal supplier
   One of their internal customers

8. **Say,** "Now we know each other a little better, and we know who our customers and suppliers are."

9. **Project** "Glossary Words" on the overhead. **Explain** that every class will begin with a list of glossary words. The definitions will be given at the beginning of the class. At the end of the class, the group will review the definitions of the words.

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▼ *Activities*

▼ First Activity: 20 Minutes

1. **Ask** the class to define the word *suggestion.*

2. On a whiteboard, a flip chart, or a blank transparency, **write** "Why do you think it is hard to make suggestions?" Then **read** the question aloud to the class.

3. **Write** their suggestions and ideas on a whiteboard, a flip chart, or a blank transparency.

4. **Ask,** "We can see from our list that it is *difficult* to make suggestions; however, why do you think it is *important* to make suggestions?"

5. **Explain** that in the next six sessions students will learn ways that will make it easier for them to make suggestions.

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▼ *Activities*

▼ First Activity: (continued)

6. **Stress this point:** "You must know your important job tasks before you can make suggestions on how to improve them!"

7. **Group** students into teams of 2 or 3.

8. **Distribute** a blank piece of paper to each person. **Tell** each person to write down his or her 2 or 3 most important tasks.

9. **Tell** each person to share his or her list with the others in the group.

10. **Walk around** and help any students who are having trouble.

11. **Reassemble** the class and **ask** for volunteers to share their lists with the whole class.

12. **Summarize** by explaining that we now understand our job process better. We know who our internal suppliers are, and we've identified 2 or 3 of our most important job tasks, and we know who are external suppliers are.

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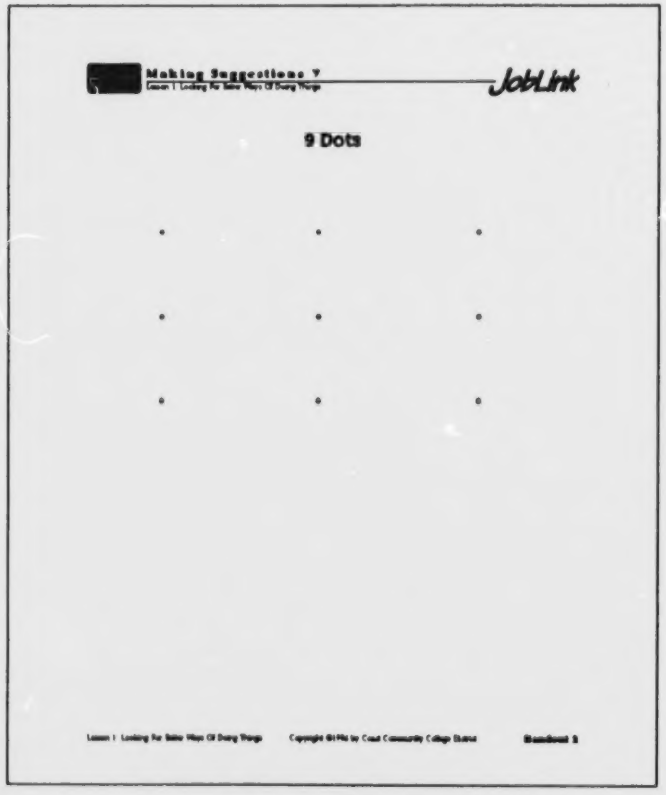

Handout 2, Transparency 2

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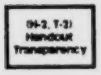
▼ Activities

▼ Second Activity: 25 Minutes

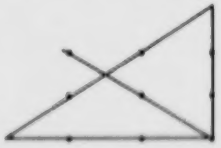
1. **Ask,** "How do you come up with ideas for making suggestions?"



2. **Distribute** "9 Dots".

3. **Tell** the group to connect all 9 dots using 4 straight lines *without lifting the pencil or retracing a line.* (Give the group 2 or 3 minutes to figure this out.)

   Answer:



4. **Ask** someone who has solved the puzzle to show her or his solution to the rest of the class.

5. **Ask,** "Why did you have such a hard time figuring out this puzzle?" **Explain** that most people assume we must stay inside the dots. However, sometimes we have to "think outside the dots or outside the lines" to come up with better ways of doing things. **Say:** "Good ideas aren't always big changes! Sometimes the littlest change makes the biggest difference."

6. **Group** the class get into teams of 4 or 5.

7. **Ask,** "What is *brainstorming?*" Share this definition: *brainstorming* means "coming up with as many ideas as you can." **Explain:** "There are no bad ideas during the brainstorming process. No one judges the ideas until later, *after* all the ideas are suggested."

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▼ Activities

▼ Second Activity: (continued)

8. **Ask** the groups to brainstorm ideas for what we can look for when we are trying to find ways to improve our jobs. **Remind** the groups of the list of most important job tasks from the last activity. **Explain** that each group will present its ideas to the class.

9. **Walk around** the room to help any group having difficulty.

10. When the groups are finished, **walk around** and **ask** each group to read one item from its list. **Continue** until all groups have shared their complete lists. **Write** all the items on a master list.

11. **Make sure** that your master list *includes* ways to:

    Eliminate unnecessary steps in work processes.
    Eliminate wasted resources.
    Eliminate or correct steps where errors or problems frequently occur.
    Make students' jobs easier.
    Help students' customers or suppliers.
    Improve quality.
    Save money.
    Save time.

12. **Ask,** "What do we do once we find an area we think we can improve?"
    Answer: *"We make a suggestion to our supervisor or lead."*

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Making Suggestions ▼ JobLink

Improving Our Jobs

There are lots of ways you can improve your jobs.
For example, you might think about ways to:

Eliminate unnecessary steps in work processes
Eliminate wasted resources
Eliminate or correct steps where errors or problems are occurring frequently
Make your job easier
Help your customers or suppliers
Improve quality
Save money
Save time

What are some specific ways you can think of to improve your job?

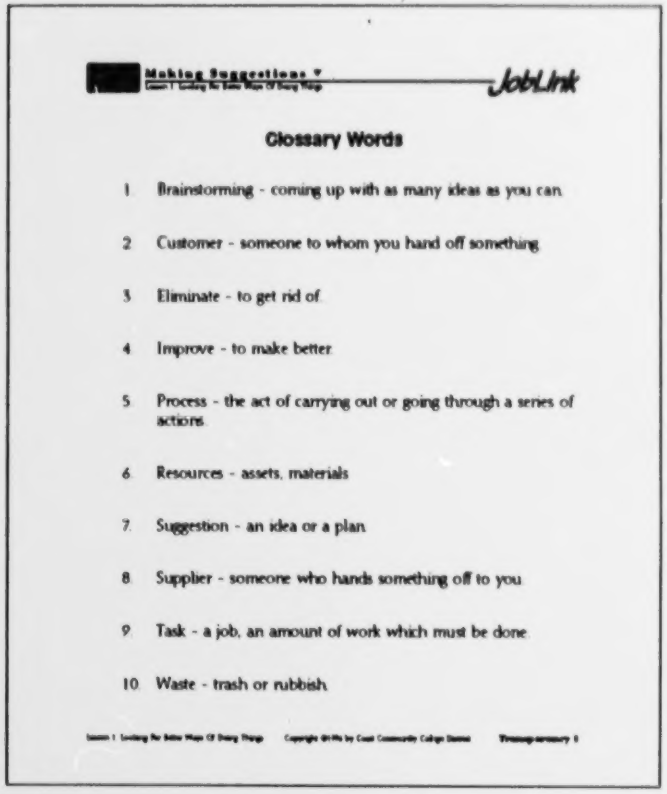
_____
_____
_____
_____
_____

List one or two **key** suggestions to improve your job--suggestions that you could present to your lead, supervisor, or manager.

_____
_____
_____

Lesson 1: Looking For Better Ways Of Doing Things Copyright ©1996 by Coast Community College District Handout 3

Handout 3



Making Suggestions ▼ JobLink

Glossary Words

1. Brainstorming - coming up with as many ideas as you can.
2. Customer - someone to whom you hand off something.
3. Eliminate - to get rid of.
4. Improve - to make better.
5. Process - the act of carrying out or going through a series of actions.
6. Resources - assets, materials.
7. Suggestion - an idea or a plan.
8. Supplier - someone who hands something off to you.
9. Task - a job, an amount of work which must be done.
10. Waste - trash or rubbish.

Lesson 1: Looking For Better Ways Of Doing Things Copyright ©1996 by Coast Community College District Transparency 1

Transparency 1

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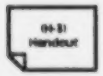
▼ Activities

▼ Ending: 10 Minutes



1. **Ask** students to begin thinking about how they can improve their jobs. **Distribute** "Improving Our Job". **Tell** the students to fill it out by the next class.

2. **Project** "Glossary Words" on the overhead. **Ask** the group to review the definitions.

3. **Thank** the class and **say** good-bye.

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Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 2
Getting The Information You Need

Lesson Description

One of the *first* steps in making a suggestion is to identify what sources there are to get the information you need. Once you have found that source(s) you must then verify the information you receive. This is a problem with many suggestions. The person making the suggestion relies on a source as accurate without verifying the n information being used.

This lesson will 1) teach the student how to find information sources and 2) demonstrate the importance of verifying that information.

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Objectives

By completing this lesson, students will be able to:

1. **Identify** general sources of information.
2. **Explain** the importance of verifying information.
3. **Identify** and **find** sources of information that are useful to them.

Materials Needed

Hardware

1. Overhead projector

Transparencies

"Glossary Words" (Transparency 3)

Handouts

"Glossary Words" (Handout 4)

"Getting the Information You Need" (Handout 5)

"Identifying Information" (Handout 6)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Small Groups	20 min.
Second Activity- Individual	20 min.
Third Activity- Large Group	15 min.
Fourth Activity- Small Groups	15 min.
Ending- Large Group	10 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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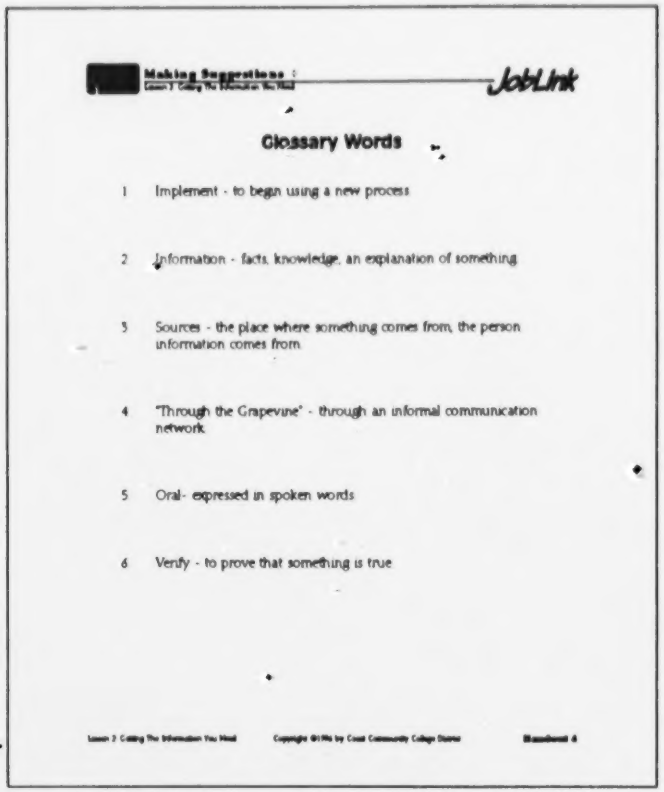

Making Suggestions : Lesson 2: Getting The Information You Need — JobLink

Glossary Words

1. Implement - to begin using a new process
2. Information - facts, knowledge, an explanation of something
3. Sources - the place where something comes from, the person information comes from
4. "Through the Grapevine" - through an informal communication network
5. Oral - expressed in spoken words
6. Verify - to prove that something is true

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Handout 4, Transparency 3

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Activities

Opening: 10 Minutes

1. **Welcome** students.
2. **Ask** students to share their suggestions from the "Improving Your Job" handout from the previous session. **Write** all their suggestions *(to share at the supervisor meeting)*.

3. **Distribute** "Glossary Words" and **project** it on the overhead. **Discuss** the definitions.
4. **Tell** students, "Today you will begin putting together the information you need to help get your suggestions accepted."
5. **Ask,** "Why do you think a lot of suggestions are made but not implemented?"

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Activities

First Activity: 20 Minutes

1. **Tell** the group, "Now that you have some ideas of ways to improve your jobs, lets begin working on implementing your ideas."

2. **Group** students into "Suggestion Teams" (no more than 4 on a team). **Tell** them to form groups with people from the same department or the same product line.

3. **Explain:** Each "Suggestion Team" should choose from the 'Improving Your Job' assignment one idea that everyone in the group wants to work on–an idea that you could present to your supervisor, lead, or manager. You will be using this idea for the rest of the module, and in the last session you will present that idea to your lead or supervisor."

4. **Ask** the groups to assemble and to begin brainstorming for an idea.

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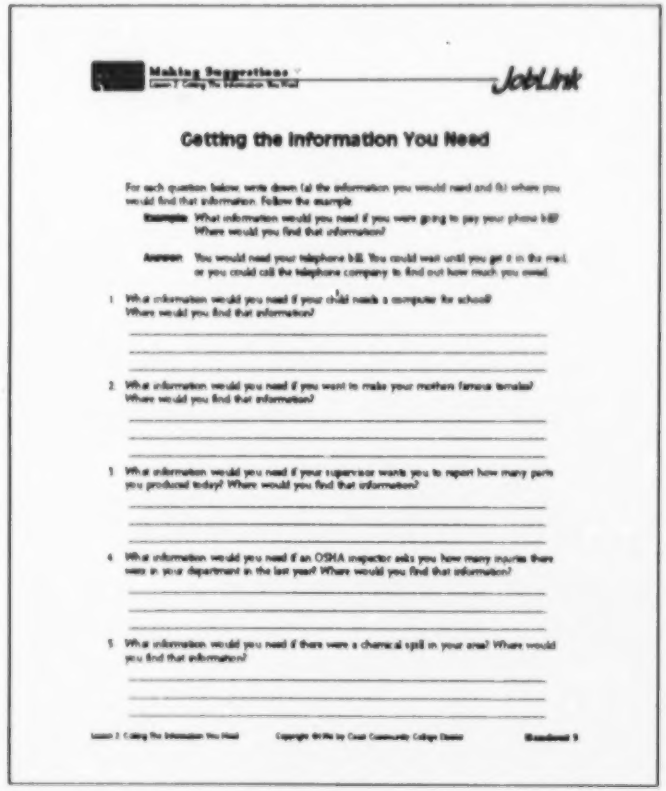

Making Suggestions
JobLink

Getting the Information You Need

For each question below, write down (a) the information you would need and (b) where you would find that information. Follow the example.

Example: What information would you need if you were going to pay your phone bill? Where would you find that information?

Answer: You would need your telephone bill. You could wait until you get it in the mail, or you could call the telephone company to find out how much you owed.

1. What information would you need if your child needs a computer for school? Where would you find that information?

2. What information would you need if you want to make your mother famous tomato? Where would you find that information?

3. What information would you need if your supervisor wants you to report how many parts you produced today? Where would you find that information?

4. What information would you need if an OSHA inspector asks you how many injuries there were in your department in the last year? Where would you find that information?

5. What information would you need if there were a chemical spill in your area? Where would you find that information?

Lesson 2: Getting The Information You Need Copyright ©1996 by Coast Community College District Handout 5

Handout 5

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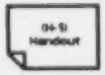
Activities

Second Activity: 20 Minutes

1. **Discuss** the importance of getting all the information students need to support their suggestions.



2. **Distribute** "Getting the Information You Need" to each student.

3. **Tell** students to fill out the worksheet individually. **Walk around** to help any students who are having trouble.

   Note these possible answers to "Getting the Information You Need":

   1. You would want to find out (a) the kinds of computers your childs school suggests and (b) the best computer for your childs needs. You would find that information by (a) calling your childs teacher, (b) talking to someone who knows about computers, reading about computers in a computer magazine, or (d) checking other reference materials.
   2. You would need the recipe for the tamales. You would ask your mother for it.
   3. You would need a *parts log* (if you've been keeping such information yourself) or a *computer printout* (if that information is stored on a computer).
   4. You would need to find some kind of log or record of injuries for your department or the company. The company nurse, Human Resources, or possibly your supervisor might have that information.
   5. You would need the MSDS sheets. You would need to know where that information is kept in your company.

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Activities

Second Activity: (continued)

4. **Discuss** the handout answers. **Ask,** "What happens if you don't get the information you need to make your suggestion?"

5. **Explain** that sometimes you might not have or know all the information you need.

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Activities

Third Activity: 15 Minutes

Instructor: If you need more time, cover the information but skip the activity.

1. **Discuss** the importance of finding sources of information and verifying information.

2. **Explain** that co-workers are one source of information; co-workers provide us with much verbal information. **Tell** students that verbal information often presents problems and that they will complete an activity that demonstrates some of the typical problems.

3. Choose three volunteers. (***Instructor:*** Be sure to choose people who can *understand* and then *repeat* a story that they hear!) Then **ask** Volunteer 1 to wait a moment while you ask Volunteers 2 and 3 to leave the room. When they have left, **read** the following story to Volunteer 1:

> "Yesterday, I was driving past McDonalds on Main Street when I saw an accident. A blue truck had hit a black convertible. The two drivers were standing next to the cars and were yelling at each other. I think I overheard one of them threaten the other one. They were blocking the intersection."

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Activities

Third Activity: (continued)

(Instructor: For beginning audiences, skip the next paragraph!)

"Just when I stopped, three police cars pulled up, and one of the police officers went over to break up the fight between the two drivers. The second police officer went into the middle of the intersection to direct the traffic. The third police officer came over to my car and asked me to give her as much information as I could about the accident I had seen."

"Finally, after about 15 minutes they moved the cars out of the street, and I was able to leave."

4. After reading the story to Volunteer 1, **ask** Volunteer 2 to come into the room. Now **ask** Volunteer 1 to repeat the story to Volunteer 2. **Repeat** this process with Volunteer 2 repeating the story to Volunteer 3. Finally, **ask** Volunteer 3 to tell the story to the instructor and to the class.

5. **Thank** all three volunteers and ask them to sit. Now *reread* the original story to the class. **Ask** the class, "How did the story change after it was told four times?"

6. **Explain** that verbal information, things heard "through the grapevine," may not be accurate. **Say,** "You may want to check to make sure it is correct. As you just saw, information may change when it is passed from person to person."

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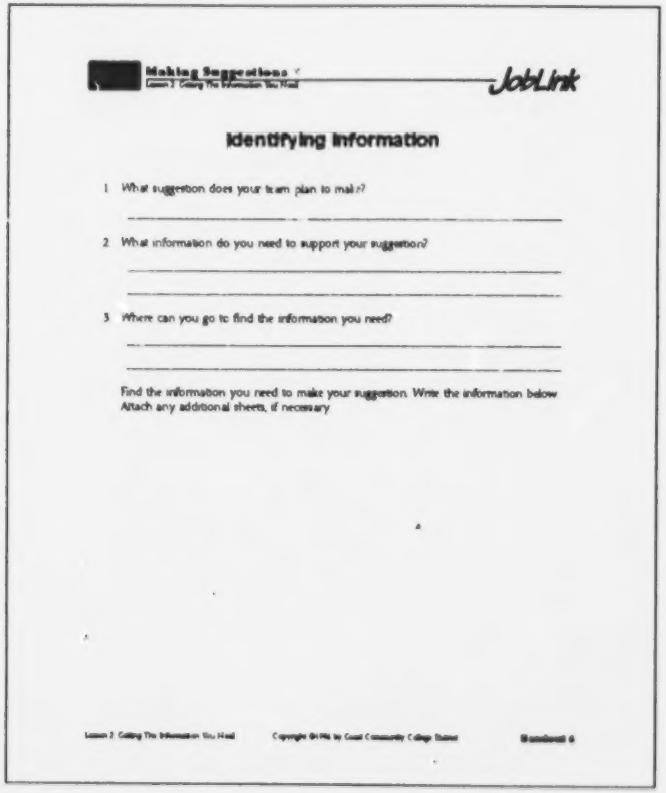

Making Suggestions
Lesson 2: Getting The Information You Need
JobLink

Identifying Information

1. What suggestion does your team plan to make?

2. What information do you need to support your suggestion?

3. Where can you go to find the information you need?

Find the information you need to make your suggestion. Write the information below. Attach any additional sheets, if necessary.

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Handout 6

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Activities

Fourth Activity: 15 Minutes

1. **Ask** students to group into their Suggestion Teams. **Explain** that each team is going to identify (a) the information they need to make their suggestion and (b) the sources they need to find that information.

2. **Distribute** "Identifying Information".

3. **Tell** the teams to fill out the "Identifying Information" handout.

C 1

C 5

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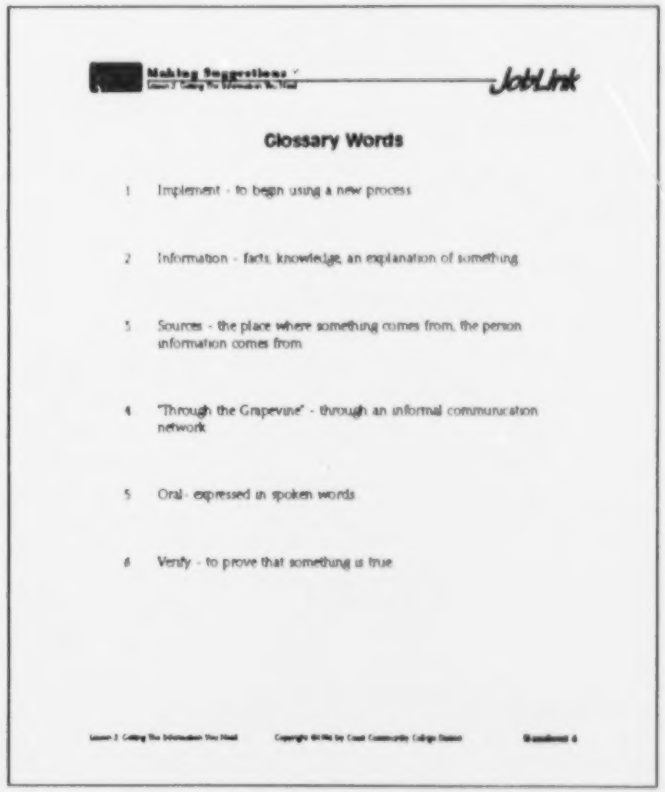
Making Suggestions
JobLink
Glossary Words
1 Implement - to begin using a new process
2 Information - facts, knowledge, an explanation of something
3 Sources - the place where something comes from, the person information comes from
4 "Through the Grapevine" - through an informal communication network
5 Oral - expressed in spoken words
6 Verify - to prove that something is true

Handout 4, Transparency 3

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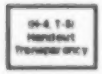
Activities

Ending: 10 Minutes

1. **Ask** each team to tell the class (a) at least one piece of information the team needs to make its suggestion and (b) where the team members think they can go to find that information. **Ask** students to offer advice as appropriate.

2. **Tell** the groups to finish the "Identifying Information" handout for the next class.



3. **Project** "Glossary Words" on the overhead. **Remind** the class of the definitions of each word.

4. **Say** good-bye.

C 3

C 3

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Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 3
The Importance of Planning

Lesson Description

An important element in a successful suggestion is including the benefit not only to the employee making the suggestion but also the benefit to the person to whom the suggestion is being made, the department and the company. This lesson will assist the employee in determining this benefit by getting the student to begin to think about this concept as well as how to determine simple cost savings.

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Objectives

By completing this lesson, students will be able to:

1. **Identify** appropriate people to give suggestions to.
2. **Define** WIIFM.
3. Understand and **identify** supporting information.

Materials Needed

Hardware

1. Overhead projector
2. Calculators
3. Flip chart or whiteboard

Transparencies

"Glossary Words" (Transparency 4)

"Case Study: Return on Investment" (Transparency 5)

Handouts

"Glossary Words" (Handout 7)

"WIIFM Exercise for Group A" (Handout 8)

"WIIFM Exercise for Group B" (Handout 9)

"Case Study: Return on Investment" (Handout 10)

"The Next Step" (Handout 11)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	10 min.
Second Activity- Pairs	25 min.
Third Activity- Large Group (Small Groups: Optional)	25 min.
Fourth Activity- Small Groups	15 min.
Ending- Large Group	5 min.

Key Hardware, Transparencies, Handouts, Large Group, Small Groups, Discussion, Sign-in Sheet

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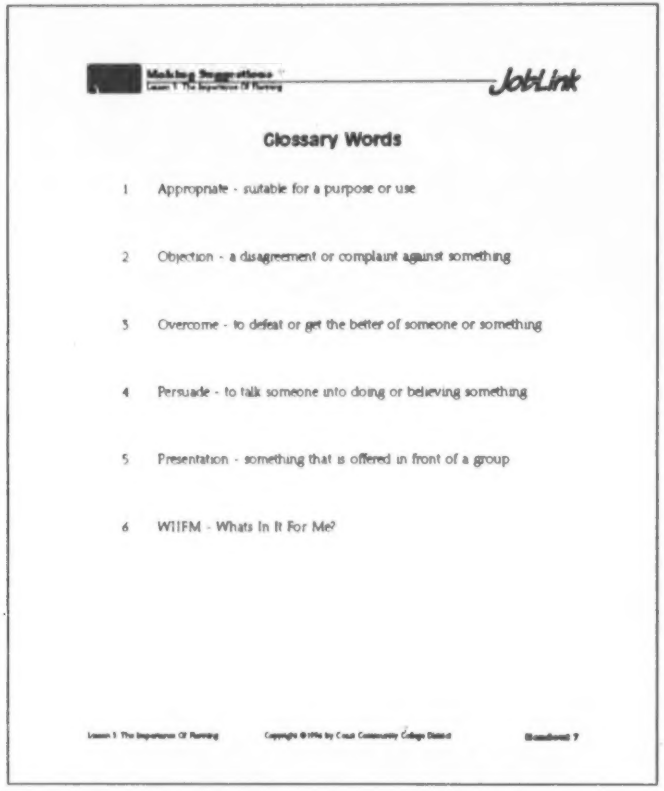

Making Suggestions — JobLink

Glossary Words

1. Appropriate - suitable for a purpose or use
2. Objection - a disagreement or complaint against something
3. Overcome - to defeat or get the better of someone or something
4. Persuade - to talk someone into doing or believing something
5. Presentation - something that is offered in front of a group
6. WIIFM - Whats In It For Me?

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Handout 7, Transparency 4

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Activities

Opening: 10 Minutes

1. **Welcome** students.
2. **Ask** students what information they found for their suggestions.

3. **Project** "Glossary Words" on the overhead. **Discuss** the definitions.
4. **Ask,** "Do you have all the information you need to make a suggestion?"

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73

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Activities

First Activity: 10 Minutes

1. **Explain** that when you make a suggestion, your first step is to identify the correct person to tell the suggestion to.

2. **Ask,** "Whom would you make the suggestion to in the following situations?"
   a. You have an idea to redecorate a room in your house." (*Possible answers:* Your spouse; your landlord, if appropriate.)
   b. You have an idea how to improve your child's work at school." (*Possible answer:* Your child's teacher.)
   c. You want to change your will." (*Possible answer:* A lawyer)
   d. You figured out a faster way to get to work." (*Possible answer:* Co-workers who live near you.)
   e. You know someone who would be perfect for a job opening at *(company name)*." (*Possible answer:* Human Resources)
   f. You discover a better way to do your job." (*Possible answer:* Your supervisor)
   g. You have a great idea for the company picnic." (*Possible answer:* Human Resources)

3. **Explain** that a worker's ability to identify the right person to make a suggestion to is part of being successful. "Sometimes the right person is your lead. Sometimes it's your spouse. Sometimes it's someone else."

4. **Ask,** "What might happen if you make the suggestion to the wrong person?"

5. **Ask,** "How can you find out who the *right* person is?"

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Activities

Second Activity: 25 Minutes

1. **Write** "WIIFM" on a flip chart or whiteboard. **Say,** "It's pronounced "wiffem" and it stands for 'What's In It For Me?'"

2. **Explain,** "Once you identify whom to make the suggestion to, you have to think about WIIFM!"

3. Now **ask,** "What do think this means?"

4. **Say,** "Let's pretend an engineer has just told you that she has changed one of your procedures. I'm going to read two different ways the engineer may tell you the information; then I'm going to ask you, 'What is the difference between the two statements from the engineer?' Here are the two statements."

   Statement 1: "Here's a new procedure. You should be using it starting today."

   Statement 2: "I'm sure you are aware of the amount of scrap we have had lately on the line. I know how frustrating this must be for you and everyone in your department. That's why we changed the procedure. We think the new procedure will eliminate the problems you have been having and make things much easier for you. Here is the new procedure. You should be using it starting today."

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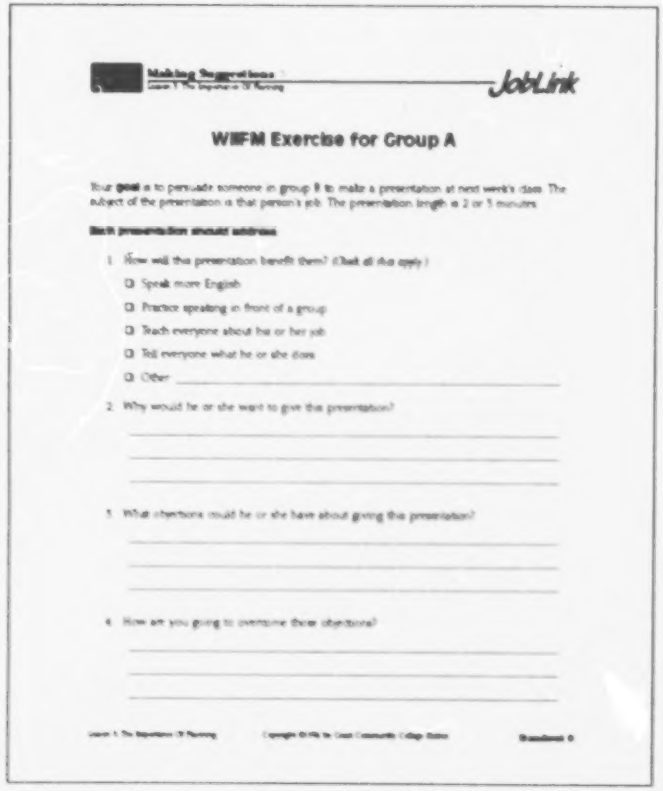

Making Suggestions — JobLink

WIIFM Exercise for Group A

Your **goal** is to persuade someone in group B to make a presentation at next week's class. The subject of the presentation is that person's job. The presentation length is 2 or 3 minutes.

Each presentation should address

1. How will the presentation benefit them? (Check all that apply.)
   - ☐ Speak more English
   - ☐ Practice speaking in front of a group
   - ☐ Teach everyone about his or her job
   - ☐ Tell everyone what he or she does
   - ☐ Other _____
2. Why would he or she want to give the presentation?
3. What objections could he or she have about giving the presentation?
4. How are you going to overcome these objections?

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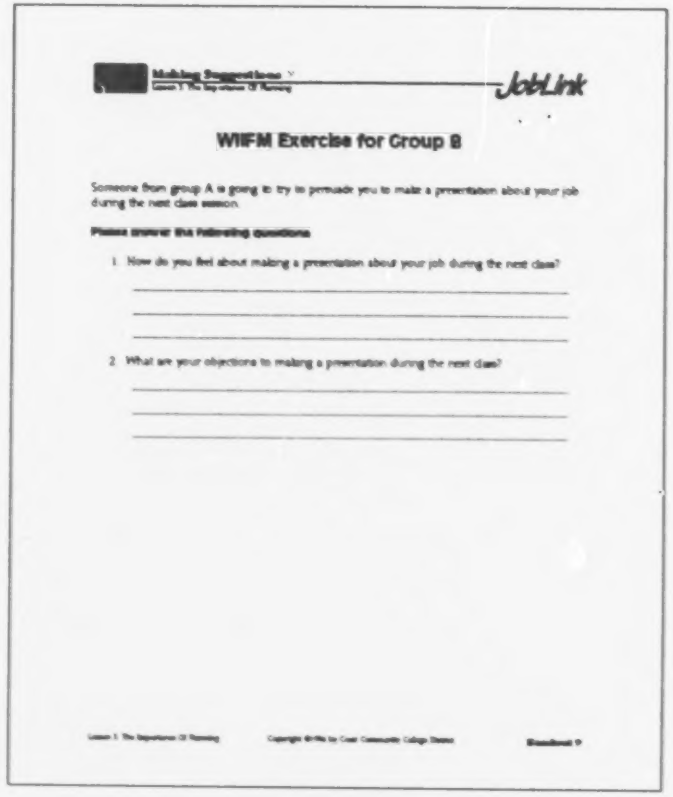
Handout 8



Making Suggestions — JobLink

WIIFM Exercise for Group B

Someone from group A is going to try to persuade you to make a presentation about your job during the next class session.

Please answer the following questions

1. How do you feel about making a presentation about your job during the next class?
2. What are your objections to making a presentation during the next class?

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Handout 9

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Activities

Second Activity: (continued)

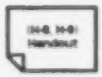
5. Now **ask,** "What's the difference between these two statements? Which one would you respond more positively to? Why?"

   Instructor: Note that Statement 2 (a) gives the listener, the employee, a reason that pertains to him why he should be using the procedure and (b) encourages more buy-in from the employee.

6. **Say,** "In making suggestions you don't want to focus on why the suggestion is important for you. You want to focus on why the suggestion is important to the *person you are making the suggestion to!* You want to figure out the WIIFM!"

7. **Ask,** "How can we figure out what the WIIFM is for the person we are making the suggestion to?"

8. **Divide** the class in two groups, A and B.



9. **Distribute** the "WIIFM Exercise for Group A" and the "WIIFM Exercise for Group B" handouts, as appropriate.

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Activities

Second Activity: (continued)

10. **Tell** both groups that they have some time to prepare their part of the activity. **Help** any students who are having difficulty.

11. After they have completed the handouts, **tell** one A to pair off with one B and to begin the activity. Give them 5 minutes to complete the activity. **Walk around and observe.**

12. After the activity is over, **ask,** "How many of you B's will be giving presentations at the next class? Of the B's that are giving presentations, why did you agree? Of the B's that are not giving presentations, why didn't you agree?"

13. **Ask,** "Now how important do you think WIIFM is when making a suggestion?"

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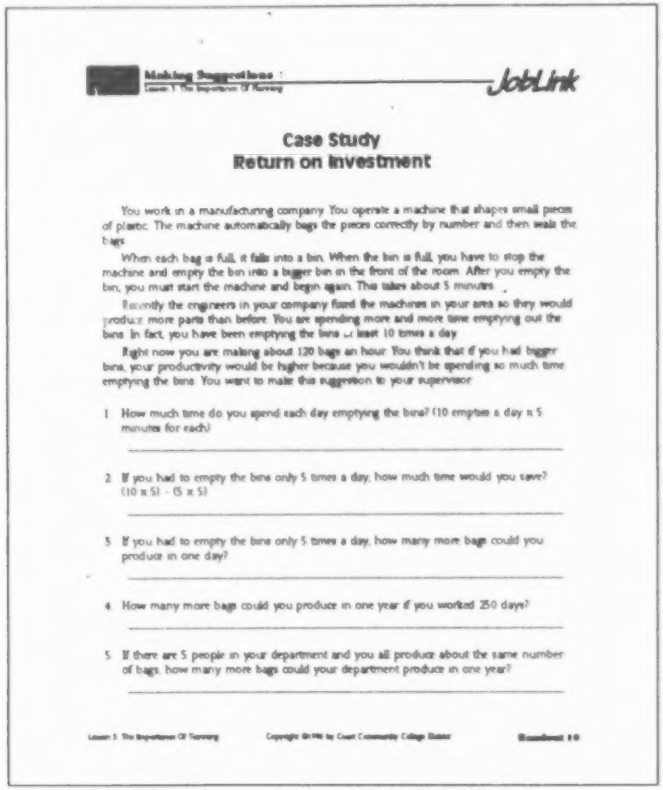

Making Suggestions
Lesson 3: The Importance Of Planning
JobLink

Case Study
Return on Investment

You work in a manufacturing company. You operate a machine that shapes small pieces of plastic. The machine automatically bags the pieces correctly by number and then seals the bags.

When each bag is full, it falls into a bin. When the bin is full, you have to stop the machine and empty the bin into a bigger bin in the front of the room. After you empty the bin, you must start the machine and begin again. This takes about 5 minutes.

Recently the engineers in your company fixed the machines in your area so they would produce more parts than before. You are spending more and more time emptying out the bins. In fact, you have been emptying the bins at least 10 times a day.

Right now you are making about 120 bags an hour. You think that if you had bigger bins, your productivity would be higher because you wouldn't be spending so much time emptying the bins. You want to make this suggestion to your supervisor.

1. How much time do you spend each day emptying the bins? (10 empties a day x 5 minutes for each)

   _____

2. If you had to empty the bins only 5 times a day, how much time would you save? (10 x 5) - (5 x 5)

   _____

3. If you had to empty the bins only 5 times a day, how many more bags could you produce in one day?

   _____

4. How many more bags could you produce in one year if you worked 250 days?

   _____

5. If there are 5 people in your department and you all produce about the same number of bags, how many more bags could your department produce in one year?

   _____

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Handout 10, Transparency 5

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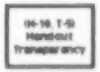
Activities

Third Activity: 20 Minutes

1. **Explain** that now we can support our suggestions with information. We know whom we are making our suggestion to, and we know how to make the information important to our audience.

2. **Ask,** "Usually, what is the number-one thing that management wants to know?" (*Answers:* "How much does it cost?" Even better, "How much will it save *me?*" or "...save *the department?*" or..."save *the company?*")

3. **Ask,** "How can you compute these costs or savings?"



4. **Distribute** and **project** "Case Study: Return on Investment" and the calculators.

5. **Form** groups of 3 or 4 to complete this activity. (If students have low-level math skills, **treat** this activity as a group exercise.) **Explain**, "This is just one way to figure out how much money your suggestions could save." Complete the activity.

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Activities

Third Activity: (continued)

6. **Ask,** "How many more bags could you produce in one day if you had bigger bins?"

7. **Ask,** "Is this a lot? What happened to the number when we figured it out for the whole year and for the whole department?"

8. **Say,** "Sometimes a little thing can make a big difference!"

9. **Ask,** "What other things would be considered a return on investment but not necessarily cost savings?" (*Possible answers:* reduced accidents, increased morale, better working conditions, improved service, etc.)

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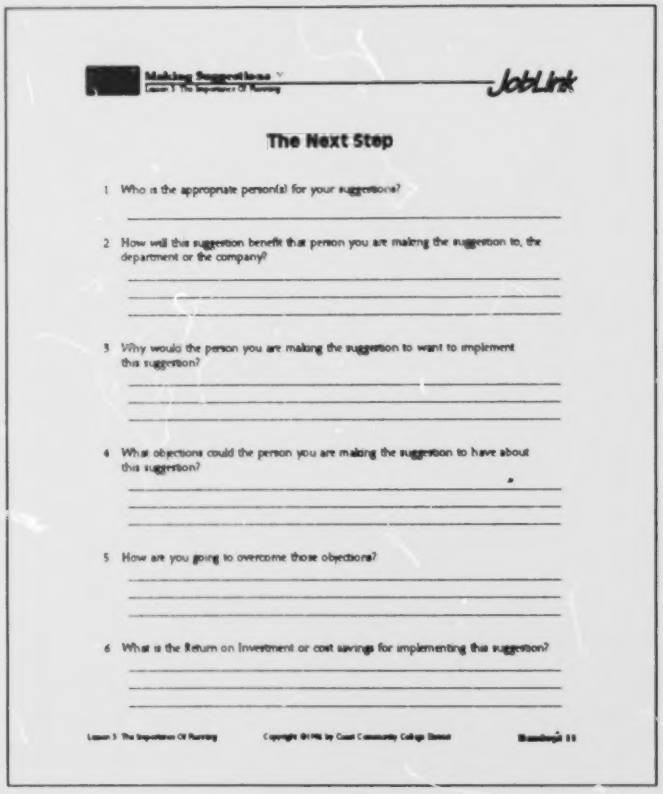

Making Suggestions — JobLink

The Next Step

1. Who is the appropriate person(s) for your suggestions?

2. How will this suggestion benefit that person you are making the suggestion to, the department or the company?

3. Why would the person you are making the suggestion to want to implement this suggestion?

4. What objections could the person you are making the suggestion to have about this suggestion?

5. How are you going to overcome those objections?

6. What is the Return on Investment or cost savings for implementing this suggestion?

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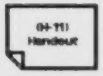
Activities

Fourth Activity: 15 Minutes

1. **Tell** the class to form into their Suggestion Teams.



2. **Distribute** "The Next Step". **Tell** each group to figure out (a) the appropriate person to make the suggestion to, (b) each person's WIIFM, and (c) how to show the dollar savings that will result from each suggestion.

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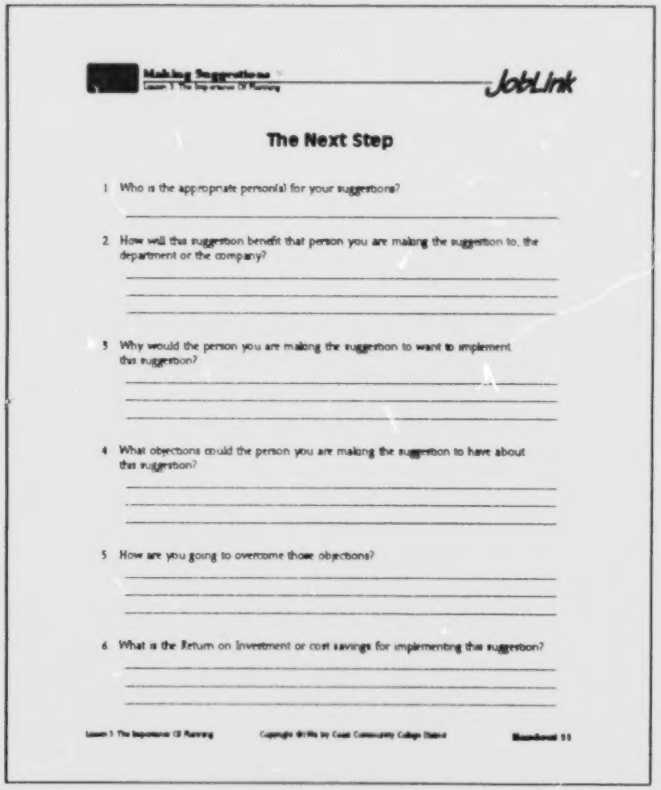

Making Suggestions — JobLink

The Next Step

1. Who is the appropriate person(s) for your suggestions?

2. How will this suggestion benefit that person you are making the suggestion to, the department or the company?

3. Why would the person you are making the suggestion to want to implement this suggestion?

4. What objections could the person you are making the suggestion to have about this suggestion?

5. How are you going to overcome those objections?

6. What is the Return on Investment or cost savings for implementing this suggestion?

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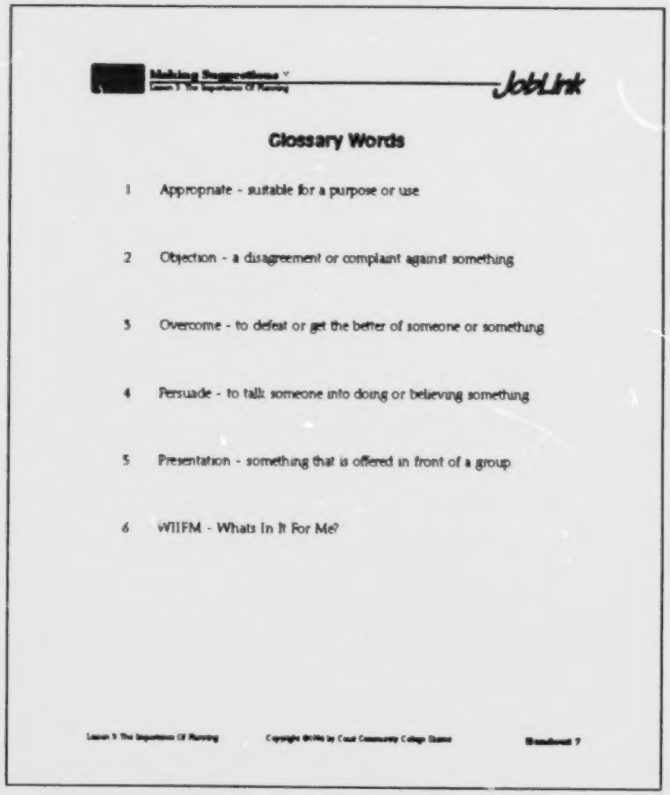
Handout 11



Making Suggestions — JobLink

Glossary Words

1. Appropriate - suitable for a purpose or use
2. Objection - a disagreement or complaint against something
3. Overcome - to defeat or get the better of someone or something
4. Persuade - to talk someone into doing or believing something
5. Presentation - something that is offered in front of a group
6. WIIFM - Whats In It For Me?

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Handout 7, Transparency 4

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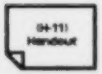
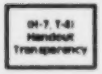
Activities

Ending: 5 Minutes

1. **Review** the importance of making a suggestion to the right person. **Emphasize** the importance of considering WIIFM and including dollar savings either to the department or company.



2. **Remind** the students to finish completing "The Next Step" handout for the next class.



3. **Project** "Glossary Words" on the overhead and **distribute** it to the class. **Review** the definitions.

4. **Say** good-bye.

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JobLink

Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 4
Designing Clear and Concise Messages

Lesson Description

Among the hindrances employees face in writing suggestions is their limited knowledge of writing "rules" and their equally limited writing experience. This lesson focuses on developing students' drafting, editing, and proofreading skills. Students will then take those basic writing skills and discuss how to design *clear and concise messages* that are appropriate for the audience.

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Objectives

By completing this lesson, students will be able to:

1. **Identify** the steps in the writing process.
2. **Explain** the importance of using words that are clear, specific, and correct.
3. **Identify** the appropriate audience.
4. **Understand** the importance of designing simple sentences.

Materials Needed

Hardware

1. Overhead projector
2. Transparency pens

Transparencies

"Glossary Words" (Transparency 6)
"The Writing Process" (Transparency 7)
"Fuzzy Meanings" (Transparency 8)

Handouts

"Glossary Words" (Handout 12)
"The Writing Process" (Handout 13)
"What Is Important?" (Handout 14)
"What Is the Idea?" (Handout 15)
"An Invitation" (Handout 16)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Pairs	25 min.
Third Activity- Large Group	15 min.
Fourth Activity- Small Groups	15 min.
Ending- Large Group	10 min.

Key: Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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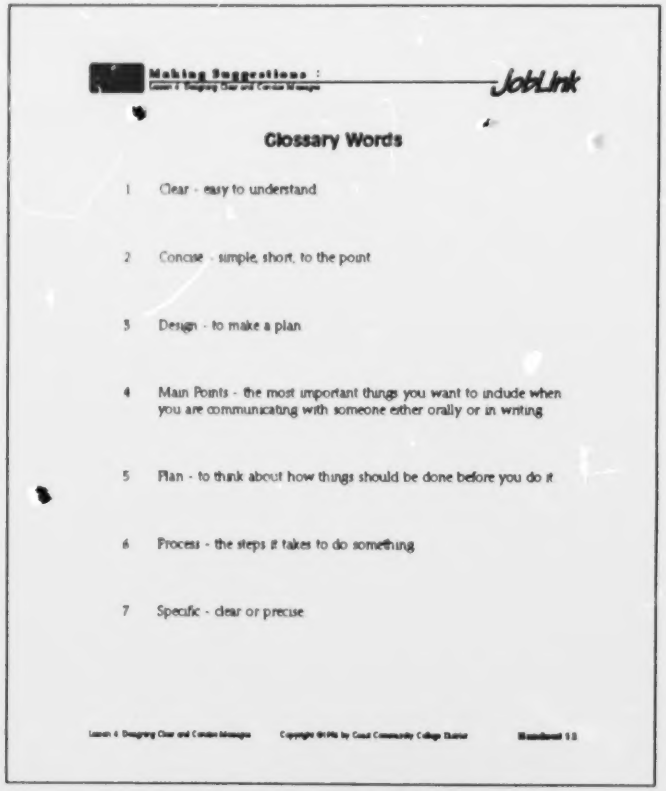

Making Suggestions : JobLink

Glossary Words

1. Clear - easy to understand
2. Concise - simple, short, to the point
3. Design - to make a plan
4. Main Points - the most important things you want to include when you are communicating with someone either orally or in writing
5. Plan - to think about how things should be done before you do it
6. Process - the steps it takes to do something
7. Specific - clear or precise

Lesson 4: Designing Clear and Concise Messages Copyright ©1996 by Coast Community College District Handout 12

Handout 12, Transparency 6

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Activities

Opening: 10 Minutes

1. **Greet** students and **welcome** them back to class.
2. **Discuss** "The Next Step" handout from the last class session.
3. **Project** "Glossary Words" on the overhead. **Discuss** the definitions.
4. **Ask,** "What happens if we have a good idea or suggestion, but we are not clear in communicating our message?" (*Possible answers:* (a) "No one may listen." (b) "Our idea isn't used." (c) "Someone may get the wrong idea.")
5. **Explain,** "Today we are going to talk about designing clear messages. This will help you be more effective when you make suggestions."

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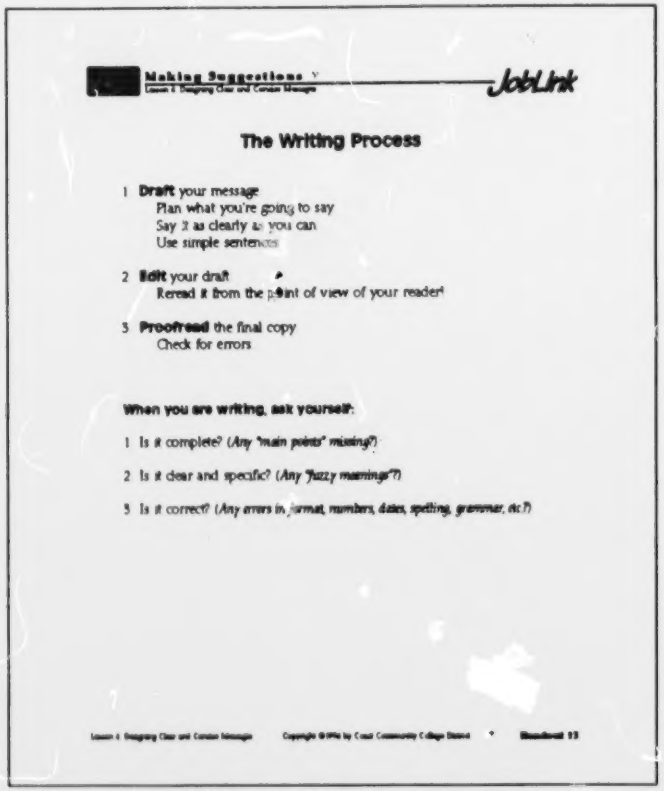

Making Suggestions
JobLink

The Writing Process

1. **Draft** your message
   - Plan what you're going to say
   - Say it as clearly as you can
   - Use simple sentences
2. **Edit** your draft
   - Reread it from the point of view of your reader!
3. **Proofread** the final copy
   - Check for errors

When you are writing, ask yourself:

1. Is it complete? (*Any "main points" missing?*)
2. Is it clear and specific? (*Any "fuzzy meanings"?*)
3. Is it correct? (*Any errors in format, numbers, dates, spelling, grammar, etc.?*)

Handout 13, Transparency 7

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Activities

First Activity: 15 Minutes

1. **Project** "The Writing Process". **Explain** the meaning of *process*. **Ask** students to identify some typical processes that they follow every day (*possible answers:* "baking cookies, driving, getting ready for work," etc.). For each suggested process, **ask** the student to name a few steps in that process (in the "baking cookies" example, two steps might be "gathering the ingredients" and "mixing the ingredients"). **Discuss** how knowing the steps in a process helps you use that process effectively.

2. **Explain** that writing too is a process. **Stress** how knowing the steps in the writing process helps you use that process effectively.

3. **Introduce** the first step, *drafting*. **Discuss** the need for planning what we write. **Tell** students the first step in the writing process is developing a first draft.

   Explain: "A *first draft* is your *first try* at writing something. When you are writing your first draft, don't worry about spelling or how you say it. The idea is to get your ideas down on the paper. You'll fix it later!"

4. **Introduce** *editing*. **Say**, "The second step in the writing process is *editing*–your chance to fix it. Even professional writers do not write a perfect message the first time. The very best writers always reread their first drafts and edit their sentences. They look for ways to make sure the reader will understand the message."

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Activities

First Activity: (continued)

5. **Stress** how editing simplifies the writing process! **Say,** "Editing gives you a chance to correct errors, rephrase sentences, choose words that are more appropriate, etc.! It provides you with an opportunity to check your work and improve it!" **Say,** "The professionals edit. Why not copy the professionals?"

6. **Say,** "As you edit, you change words and phrases, and you correct any errors you find. Then you retype or recopy the draft."

7. **Introduce** *proofreading.* **Say,** "The third step in the process is *proofreading.*" **Explain** that proofreading is a final check, "your last chance to check spelling, dates, math, etc., before you send your suggestion."

8. **Review** the three steps in the writing process. **Reinforce** the key concept by saying, "Using these three steps–*following the process*–will help you be a better writer."

9. **Say,** "Now that you know about the writing process, let's talk about what information you need to include."

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Activities

Second Activity: 25 Minutes

1. **Ask,** "Have you ever tried to explain something to someone and later on became angry with yourself because you left out something important?" **Explain** that we all leave out facts and details at times. Then **say,** "But when we are trying to get across an important idea or make a key suggestion, we want to make sure we do not overlook important details. We can do that by *planning* what we are going to say and by *editing* our message to check for anything we left out."

2. **Ask,** "How do you know what is important and what is not?" Then **say,** "It is important to consider the WIIFM. What's in it for the person we are making the suggestion to? What does he or she need to know in order to make a decision? Keeping that person in mind is the key to planning–and the key to editing."

3. **Explain,** "The important points you want to get across are called the *main points*. The main points are the most important things in your message–the points you want to let the audience know. The main points will be different depending on whom we are making the suggestion to."

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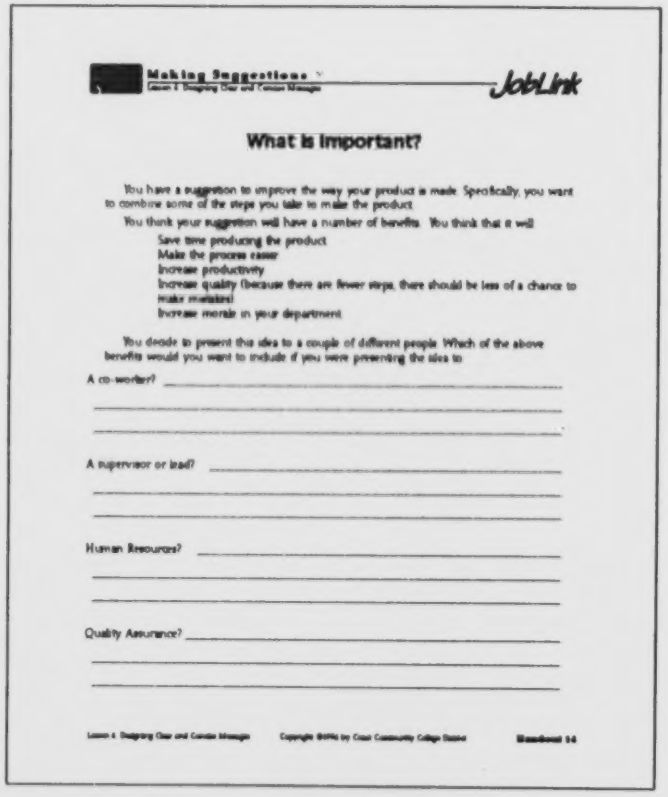

Making Suggestions — JobLink

What is Important?

You have a suggestion to improve the way your product is made. Specifically, you want to combine some of the steps you take to make the product.

You think your suggestion will have a number of benefits. You think that it will:

Save time producing the product
Make the process easier
Increase productivity
Increase quality (because there are fewer steps, there should be less of a chance to make mistakes)
Increase morale in your department

You decide to present this idea to a couple of different people. Which of the above benefits would you want to include if you were presenting the idea to:

A co-worker? _____

A supervisor or lead? _____

Human Resources? _____

Quality Assurance? _____

Lesson 4: Designing Clear and Concise Messages Copyright ©1996 by Coast Community College District Handout 14

Handout 14

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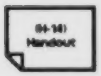
Activities

Second Activity: (continued)

4. **Ask,** "Why will the main points be different depending on who we are making the suggestion to?

   Answer: Because each person will need and will want to know different things. We want to make sure to include the information the person we are communicating with needs and wants to know."



5. **Discuss** "What Is Important?" **Pair off** students to work together on this exercise. **Tell** them to keep in mind what the person whom they are making the suggestion to needs and wants to know.

6. After the exercise **discuss** their answers. **Ask** the pairs, "How did you know what was important to include?" **Ask** the pairs share their answers.

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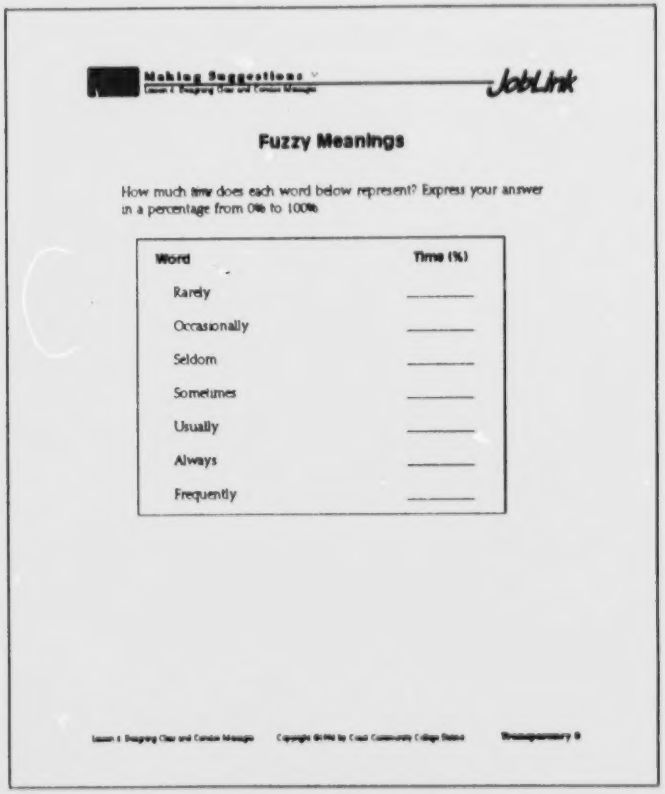

Making Suggestions — JobLink

Fuzzy Meanings

How much time does each word below represent? Express your answer in a percentage from 0% to 100%.

Word	Time (%)
Rarely	_____
Occasionally	_____
Seldom	_____
Sometimes	_____
Usually	_____
Always	_____
Frequently	_____

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Transparency 8

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Activities

Third Activity: 15 Minutes

1. **Ask,** "How can we make sure the words we are using are the right words to let someone understand what we are trying to say? How can we make sure that our words are clear and specific?"

2. **Tell** students, "One way to make sure we are using words that are clear and specific is to keep in mind the persons we are speaking to or writing to. Say to yourselves, 'Will this be clear to *them*?'"

3. **Explain,** "Some words are not clear. When we use unclear words people get confused. They don't understand what we mean. *For example,* assume that someone tells you, 'The procedures need to be fixed.' What do you think that person means?"

4. **Explain** "We want to use words that are clear. What would be a better way to say the above sentence?" **Give** an example such as, "These procedures need to be put in numerical order."

5. **Explain,** "The meaning of the second message is much clearer.

   Instructor: The following exercise may be difficult for beginning language learners. **Skip** points 6 - 8 if you think students will not understand the meaning of the words *occasionally, usually, sometimes, always, etc.*

6. **Project** "Fuzzy Meanings" on the overhead. **Ask** students to estimate what percentage of time (from 0 % to 100%) each word represents. **Write** their answers in the blanks on the transparency.

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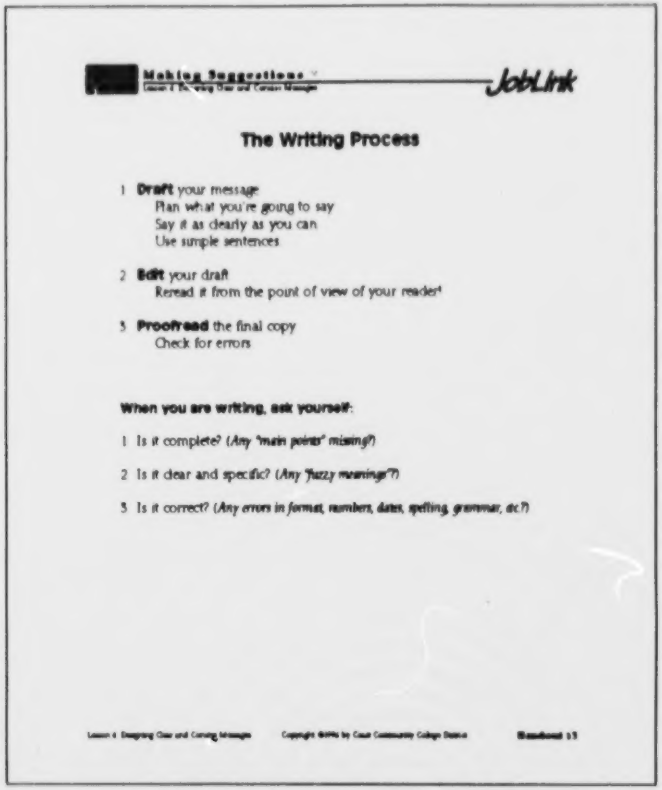
Making Suggestions
JobLink
The Writing Process
1 Draft your message
Plan what you're going to say
Say it as clearly as you can
Use simple sentences
2 Edit your draft
Reread it from the point of view of your reader
3 Proofread the final copy
Check for errors
When you are writing, ask yourself:
1 Is it complete? (Any "main points" missing?)
2 Is it clear and specific? (Any "fuzzy meanings"?)
3 Is it correct? (Any errors in format, numbers, dates, spelling, grammar, etc?)

Handout 13, Transparency 7

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Activities

Third Activity: (continued)

7. **Ask,** "Did you all agree on the meanings of these words?"

8. **Explain:** "These words are used all the time, yet their meanings are confusing. What one person thinks the word means is not necessarily what another person thinks it means. When you choose one of these words, can you be sure that the person you are communicating with gives it the same meaning that you give it?"

9. **Ask,** "What happens when we are not clear about what we are saying?" (*Students may respond by saying,* "Things get done incorrectly," "Things don't get done at all," "There are misunderstandings," and so on.)

10. **Discuss** students' answers. **Use** their responses to emphasize the importance of using clear and specific words to get an idea across.

11. **Review** briefly the three questions on "The Writing Process". **Emphasize** the need for completeness, clarity, etc.

12. **Whisper** to the class, "Would you like to know 'The Real Secret' of good writing? Whether you're writing suggestions or something else? *Here it is!* The secret of good writing is, *Write for your audience.*" **Remind** the class about WIIFM.

13. **Review** the writing process to reinforce learning.

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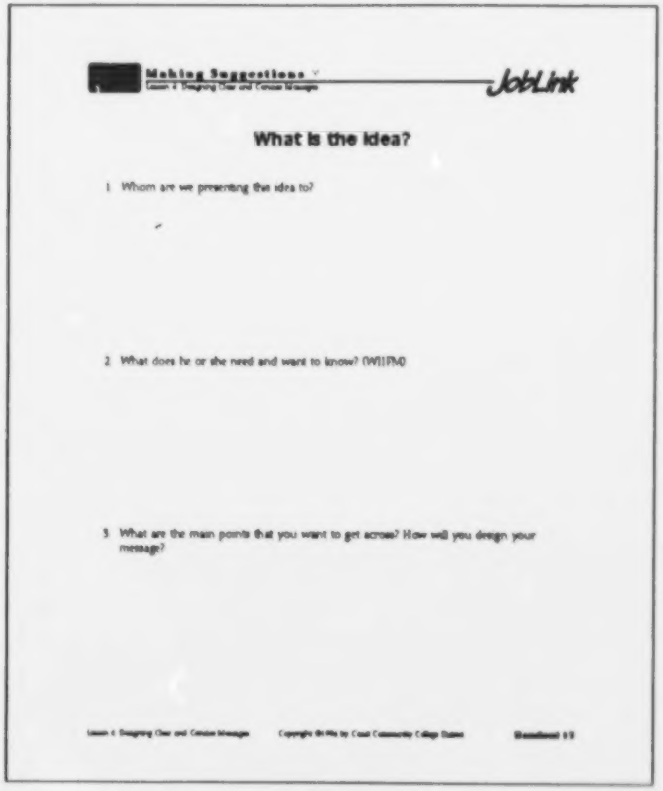

Making Suggestions — JobLink

What is the idea?

1. Whom are we presenting the idea to?

2. What does he or she need and want to know? (WIIFM)

3. What are the main points that you want to get across? How will you design your message?

Handout 15

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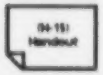
Activities

Fourth Activity: 15 Minutes



1. **Group** students into their Suggestion Teams. **Distribute** "What Is the Idea?"
2. **Encourage** students to *design clear and concise messages.*
3. **Walk around** and help the groups design their messages.

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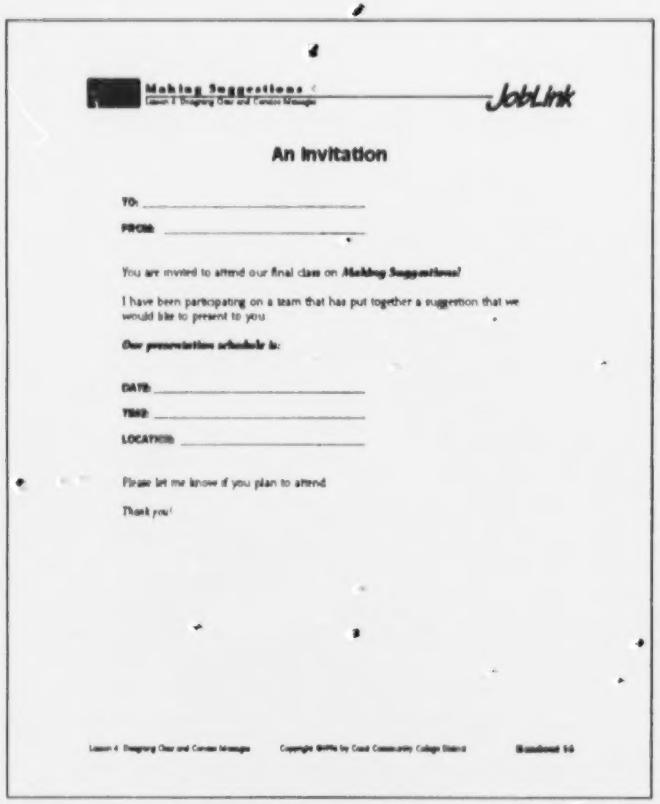


Making Suggestions — JobLink

An Invitation

TO: _____

FROM: _____

You are invited to attend our final class on ***Making Suggestions!***

I have been participating on a team that has put together a suggestion that we would like to present to you.

Our presentation schedule is:

DATE: _____

TIME: _____

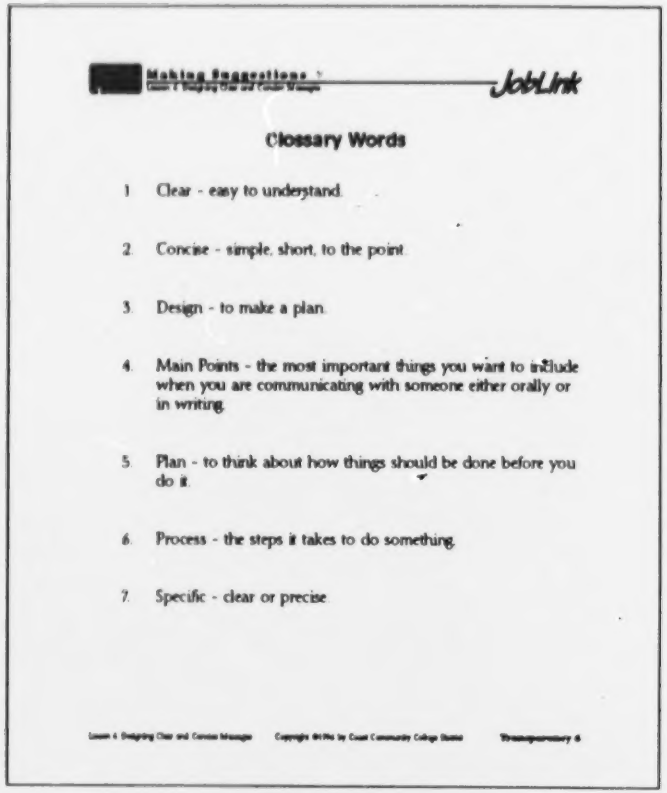
LOCATION: _____

Please let me know if you plan to attend.

Thank you!

Lesson 4: Designing Clear and Concise Messages Copyright ©1996 by Coast Community College District Handout 16

Handout 16



Making Suggestions — JobLink

Glossary Words

1. Clear - easy to understand.
2. Concise - simple, short, to the point.
3. Design - to make a plan.
4. Main Points - the most important things you want to include when you are communicating with someone either orally or in writing.
5. Plan - to think about how things should be done before you do it.
6. Process - the steps it takes to do something.
7. Specific - clear or precise.

Lesson 4: Designing Clear and Concise Messages Copyright ©1996 by Coast Community College District Transparency 6

Transparency 6

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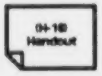
Activities

Ending: 10 Minutes

1. **Review** the importance of including the information the receiver needs to know as well as *designing clear and concise messages.*

2. **Ask** the groups to complete "What Is the Idea?" by the next class.

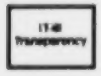


3. **Distribute** "An Invitation".

   Note: that students need approximately 30 minutes at the beginning of the last class to prepare before the visitors come; therefore, the visitors should be invited only to the last hour of the class.

4. If time permits, **help** students fill out their invitations and **encourage** them to give the invitations to their supervisors, leads, managers, or engineers.

   Instructor: If two or more students report to the same supervisor, they can give one invitation from all of them. Students may also give invitations to more than one person *(for example, one to their supervisor and one to an engineer.)* It is important that students invite people who would be impacted by their suggestions.



5. **Project** "Glossary Words" on the overhead. **Review** the definitions.

6. **Say** good-bye.

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Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 5
Putting Ideas on Paper: Preparing Presentations

Lesson Description

The purpose of this lesson is to prepare students to make their presentations. Students complete their company's suggestion form *(this lesson includes a generic form for students whose companies have no standard suggestion form)*. Then students follow a recommended outline to prepare their presentations effectively.

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Objectives

By completing this lesson, students will be able to:

1. **Write** a proposal for a suggestion using a standard Employee Suggestion Form.
2. **Present** their suggestions to their supervisors, department heads, or leads.

Materials Needed

Hardware

1. Overhead projector
2. Blank transparencies or flip chart paper
3. Transparency pens
4. Information on the company's procedures for making suggestions.

Transparencies

"Glossary Words" (Transparency 9)

"Employee Suggestion Form" (Transparency 10)
or company suggestion form

Handouts

"What's the Idea" (Handout 15)

"Glossary Words" (Handout 17)

"Employee Suggestion Form" (Handout 18)
or company suggestion form

"Presentation Outline" (Handout 19)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Small Groups	35 min.
Second Activity- Small Groups	40 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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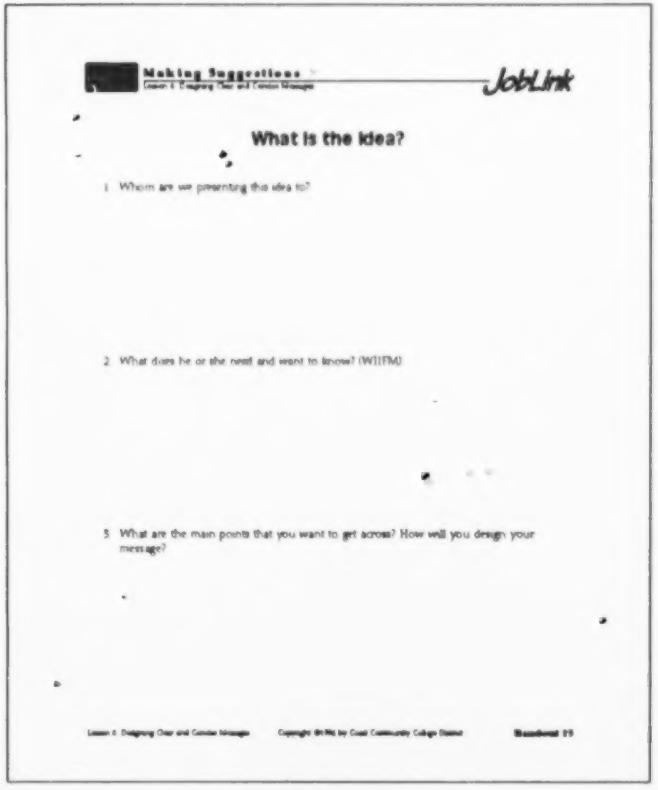


Making Suggestions — JobLink

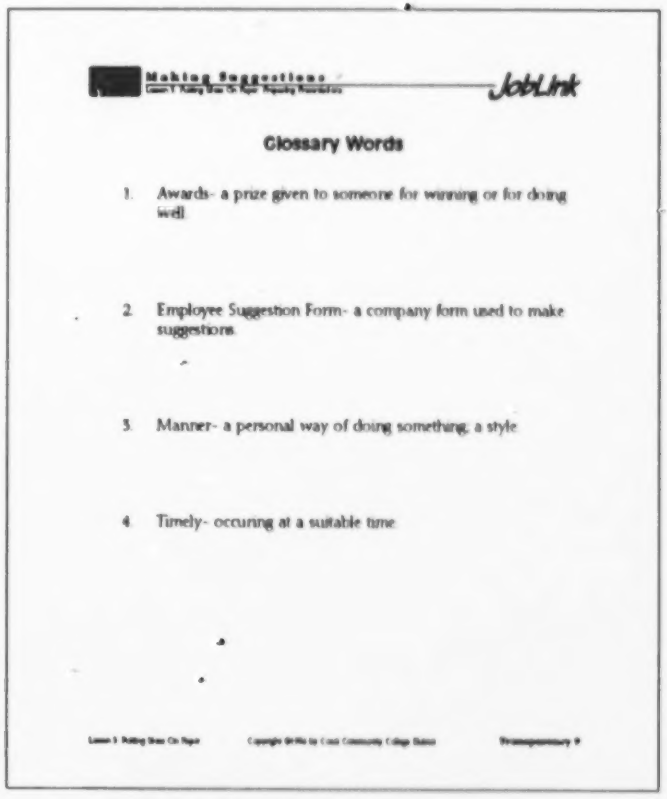
What is the idea?

1. Whom are we presenting this idea to?

2. What does he or she need and want to know? (WIIFM)

3. What are the main points that you want to get across? How will you design your message?

Handout 15



Making Suggestions — JobLink

Glossary Words

1. Awards- a prize given to someone for winning or for doing well.

2. Employee Suggestion Form- a company form used to make suggestions.

3. Manner- a personal way of doing something, a style.

4. Timely- occuring at a suitable time.

Handout 17, Transparency 9

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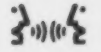
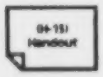
Activities

Opening: 10 Minutes

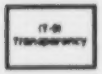
Instructor: Students often find it difficult to meet between classes to prepare for their presentations. If possible, you may want to include an extra class to allow them ample time to prepare their presentations.



1. **Greet** students and **welcome** them back to class.



2. **Ask** the Suggestion Teams to **discuss** their answers to "What Is the Idea?" from the last class session.



3. **Distribute** and **Project** "Glossary Words". **Explain** that you will be discussing these words during the lesson.

4. **Ask,** "What are some different ways you can make suggestions?"

5. **Explain,** "Today we will be discussing (a) how you can use forms to make your suggestions and (b) how you can tell someone your suggestions."

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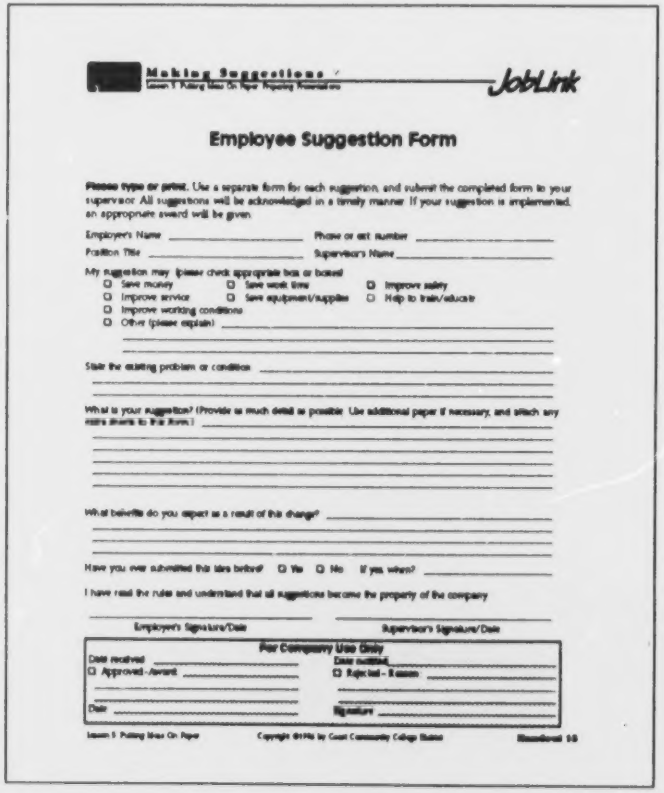

Making Suggestions — JobLink

Employee Suggestion Form

Please type or print. Use a separate form for each suggestion, and submit the completed form to your supervisor. All suggestions will be acknowledged in a timely manner. If your suggestion is implemented, an appropriate award will be given.

Employee's Name _____ Phone or ext. number _____

Position Title _____ Supervisor's Name _____

My suggestion may (please check appropriate box or boxes):

- ☐ Save money
- ☐ Save work time
- ☐ Improve safety
- ☐ Improve service
- ☐ Save equipment/supplies
- ☐ Help to train/educate
- ☐ Improve working conditions
- ☐ Other (please explain) _____

State the existing problem or condition _____

What is your suggestion? (Provide as much detail as possible. Use additional paper if necessary, and attach any extra sheets to this form.) _____

What benefits do you expect as a result of this change? _____

Have you ever submitted this idea before? ☐ Yes ☐ No If yes, when? _____

I have read the rules and understand that all suggestions become the property of the company.

_____ _____

Employee's Signature/Date Supervisor's Signature/Date

For Company Use Only

Date received _____ Date notified _____

☐ Approved - Award _____ ☐ Rejected - Reason _____

_____ _____

Date _____ Signature _____

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Handout 18, Transparency 10

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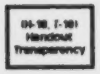
Activities

First Activity: 15 Minutes



Instructor: To prepare for this activity, **find out** the procedures for making suggestions at the company where you are teaching and **create** a transparency of the company's standard suggestion form. If the company has no standard suggestion form, use the generic form provided.

1. **Project** the company's standard suggestion form on the overhead (or substitute "Employee Suggestion Form").

2. **Ask,** "Who knows what this is?" **Lead** a discussion to show the form is designed to make it easy for employees to submit suggestions to the appropriate people.

3. **Ask,** "How do you submit a written suggestion at *(company name)*?"

4. **Ask,** "When is it appropriate to make suggestions in writing? When is it appropriate to make suggestions orally?"

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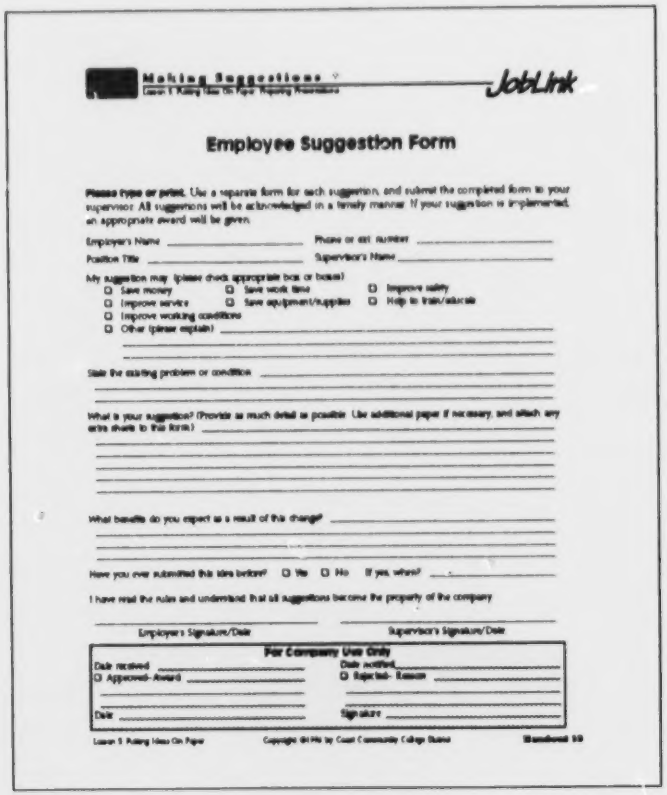

Making Suggestions — JobLink

Employee Suggestion Form

Please type or print. Use a separate form for each suggestion, and submit the completed form to your supervisor. All suggestions will be acknowledged in a timely manner. If your suggestion is implemented, an appropriate award will be given.

Employee's Name _____ Phone or ext. number _____

Position Title _____ Supervisor's Name _____

My suggestion may (please check appropriate box or boxes)

- ☐ Save money
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- ☐ Help to train/educate
- ☐ Improve working conditions
- ☐ Other (please explain) _____

State the existing problem or condition _____

What is your suggestion? (Provide as much detail as possible. Use additional paper if necessary, and attach any extra sheets to this form.) _____

What benefits do you expect as a result of this change? _____

Have you ever submitted this idea before? ☐ Yes ☐ No If yes, when? _____

I have read the rules and understand that all suggestions become the property of the company.

_____ _____

Employee's Signature/Date Supervisor's Signature/Date

For Company Use Only

Date received _____ Date notified _____

☐ Approved- Award _____ ☐ Rejected- Reason _____

_____ _____

_____ _____

Date _____ Signature _____

Lesson 5: Putting Ideas On Paper Copyright ©1996 by Coast Community College District Handout 18

Handout 18

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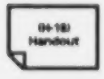
Activities

First Activity: (continued)

5. **Tell** students, "We have invited your leads, supervisors, and managers to attend the class. In that class, you will be giving presentations about your suggestions. Today you will prepare for those presentations."

6. **Group** students into their Suggestion Teams. **Distribute** a copy of the company's suggestion form to each team (or substitute the "Employee Suggestion Form").



7. **Say,** "You should already have all the information you need to make your suggestions. Now you just need to put the suggestion on paper and present it."

8. **Show** students how to fill out the form. **Tell** them they will use all the information from the last four classes. **Help** the groups fill out their forms.

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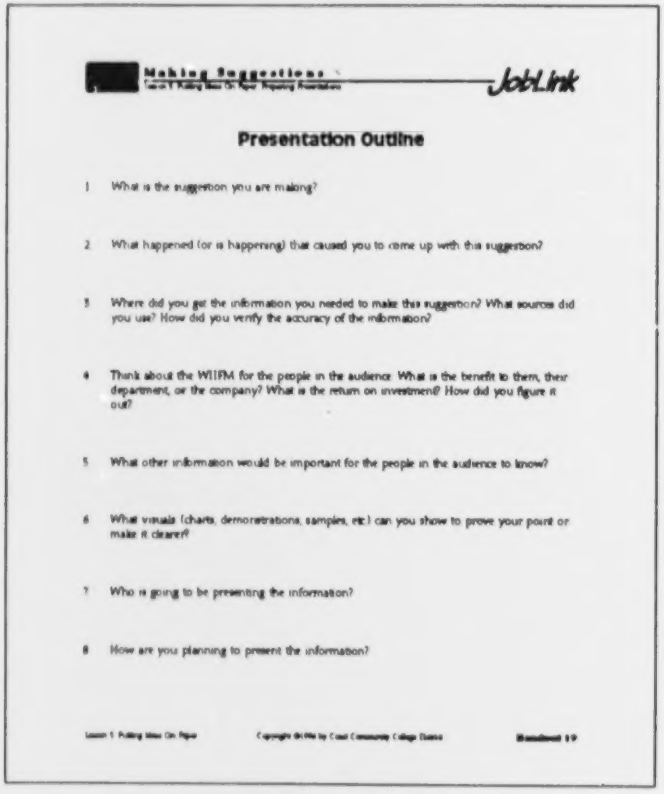

Making Suggestions — JobLink

Presentation Outline

1. What is the suggestion you are making?
2. What happened (or is happening) that caused you to come up with this suggestion?
3. Where did you get the information you needed to make this suggestion? What sources did you use? How did you verify the accuracy of the information?
4. Think about the WIIFM for the people in the audience. What is the benefit to them, their department, or the company? What is the return on investment? How did you figure it out?
5. What other information would be important for the people in the audience to know?
6. What visuals (charts, demonstrations, samples, etc.) can you show to prove your point or make it clearer?
7. Who is going to be presenting the information?
8. How are you planning to present the information?

Lesson 5: Putting Ideas On Paper — Copyright ©1996 by Coast Community College District — Handout 19

Handout 19

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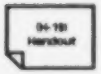
Activities

Second Activity: 40 Minutes

1. **Explain** that students now have all the information they need; thus they can begin preparing their presentations for the next class.



2. **Distribute** "Presentation Outline". **Review** the important points to cover in the presentation.

3. **Explain,** "How well you present your suggestion will have an impact on how the suggestion is received. If the audience is impressed with your presentation, they will view your suggestions more favorably. It is the same with a written presentation. If it is clear and simple and neat, it will make a better impression."

4. **Distribute** blank transparencies or flip chart paper and pens for presentations. **Ask** student to decide how they want to present their suggestions to the class and to the visitors. Recommend that students use the "Presentation Outline" to guide them in preparing their suggestions.

5. **Walk around** to assist groups that need help.

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Making Suggestions — JobLink

An Invitation

TO: _____

FROM: _____

You are invited to attend our final class on ***Making Suggestions!***

I have been participating on a team that has put together a suggestion that we would like to present to you.

Our presentation schedule is:

DATE: _____

TIME: _____

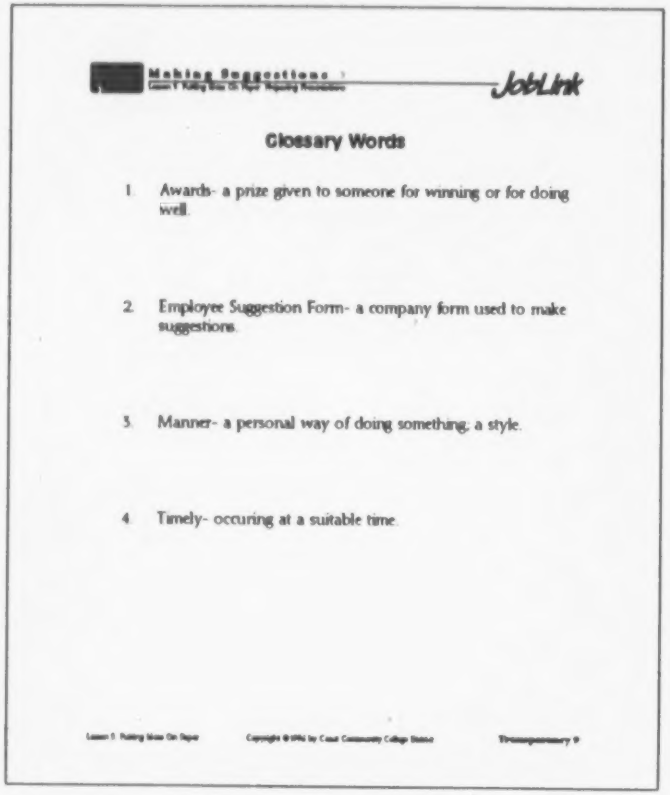
LOCATION: _____

Please let me know if you plan to attend.

Thank you!

Lesson 5: Putting Ideas On Paper Copyright ©1996 by Coast Community College District Handout 16

Handout 16



Making Suggestions — JobLink

Glossary Words

1. Awards- a prize given to someone for winning or for doing well.

2. Employee Suggestion Form- a company form used to make suggestions.

3. Manner- a personal way of doing something; a style.

4. Timely- occuring at a suitable time.

Lesson 5: Putting Ideas On Paper Copyright ©1996 by Coast Community College District Transparency 9

Transparency 9

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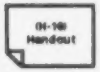
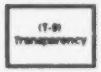
Activities

Ending: 5 Minutes

1. **Say,** "Now you are ready to make your suggestions." Before the next class you should practice your presentation with your group."



2. **Remind** students to give out their invitations if they haven't already done so.



3. **Project** "Glossary Words" on the overhead. **Ask** the class for definitions.

4. **Say** good-bye.

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Winning At Work

Making Suggestions

Turning Ideas Into Action

Lesson 6
Selling Your Ideas

183

Lesson Description

Lesson 6 is the culminating lesson in this module, and it is also Supervisor Lesson 2. In this lesson, the students present their suggestions to the class and to the visitors. After the presentations the group (including the visitors) will brainstorm ideas for following up on a suggestion after it has been made.

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Objectives

By completing this lesson, students will be able to:

1. **Present** a suggestion.
2. **Follow up** on suggestions that they have made.

Materials Needed

Hardware

1. Overhead projector
2. Flip chart
3. Flip chart pens

Form

"Posttest"

"Learner Assessment Form"

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	20 min.
First Activity- Small Groups	10 min.
Second Activity- Large Group	40 min.
Third Activity- Small Groups	15 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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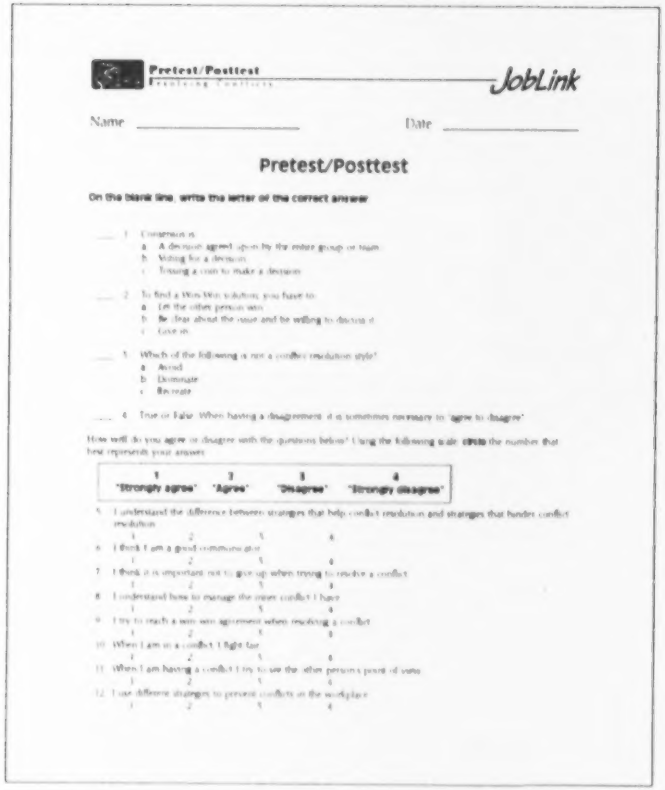


Pretest/Posttest
Resolving Conflicts
JobLink

Name _____ Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

1. Consensus is
   a. A decision agreed upon by the entire group or team.
   b. Voting for a decision.
   c. Tossing a coin to make a decision.

2. To find a Win-Win solution, you have to:
   a. Let the other person win.
   b. Be clear about the issue and be willing to discuss it.
   c. Give in.

3. Which of the following is not a conflict resolution style?
   a. Avoid
   b. Dominate
   c. Re-route

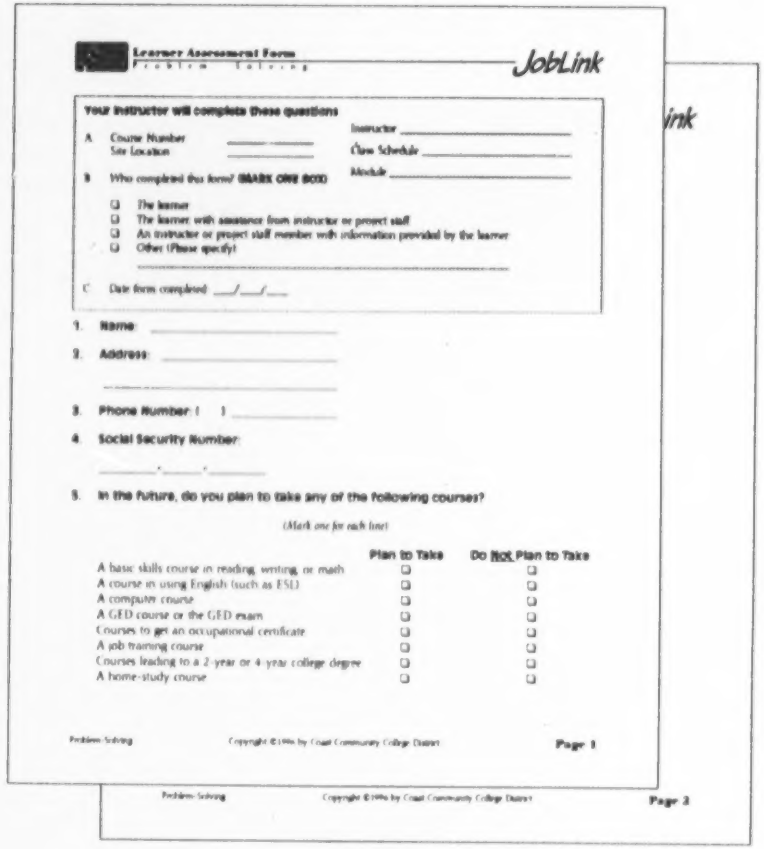
4. True or False: When having a disagreement, it is sometimes necessary to "agree to disagree."

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer.

1 "Strongly agree"	2 "Agree"	3 "Disagree"	4 "Strongly disagree"

5. I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution.
   1 2 3 4
6. I think I am a good communicator.
   1 2 3 4
7. I think it is important not to give up when trying to resolve a conflict.
   1 2 3 4
8. I understand how to manage the inner conflict I have.
   1 2 3 4
9. I try to reach a win-win agreement when resolving a conflict.
   1 2 3 4
10. When I am in a conflict I fight for.
    1 2 3 4
11. When I am having a conflict I try to see the other person's point of view.
    1 2 3 4
12. I use different strategies to prevent conflicts in the workplace.
    1 2 3 4

Form



Learner Assessment Form
Problem Solving
JobLink

Your instructor will complete these questions

A. Course Number _____ Instructor _____
Site Location _____ Class Schedule _____
Module _____

B. Who completed this form? **(MARK ONE BOX)**
- ☐ The learner
- ☐ The learner with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify)

_____

C. Date form completed: ___/___/___

1. **Name:** _____
2. **Address:** _____
3. **Phone Number:** ( ) _____
4. **Social Security Number:**

_____-_____-_____

5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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Problem Solving Copyright ©1996 by Coast Community College District Page 2

Form

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Activities

Opening: 20 Minutes

1. **Welcome** students.
2. **Discuss** the agenda for the day.

3. **Distribute** the "Posttest." **Tell** students to take their time in filling it out..

4. **Distribute** "Learner Assessment Form". Have student fill out the form.

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Activities

First Activity: 10 Minutes

1. **Group** students into their Suggestion Teams. **Finish** any last-minute preparations.
2. **Walk around** and help any group that needs your assistance.

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Activities

Second Activity: 40 Minutes

1. **Welcome** the visitors. **Introduce** yourself.

2. **Spend** some time reviewing the information covered in the last five weeks. **Focus** on the suggestion process.

3. **Discuss** the importance of making suggestions. **Explain** the impact on the company. If possible, involve visitors and get them to participate.

4. **Ask** each group to make its presentation. **Elicit** feedback and questions from both students and visitors. **Keep** the feedback *constructive*.

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Activities

Third Activity: 15 Minutes

1. **Group** the class, including visitors, into teams of 4 or 5. **Ask** each group to answer two questions:
   a. "What do you think is the next step after you have made your suggestion?"
   b. "What do you do if your suggestion is not accepted?"
2. After the groups are finished, **tell** each group to present its answers.

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Activities

Ending: 5 Minutes

1. **Review** the steps in making a suggestion.
2. **Thank** everyone for participating, and **say** good-bye.

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Name Answer Key Date _____

Pretest/Posttest

Circle the letter that represents the correct answer.

1. Return on investment (ROI) is:
   a. the savings you get from implementing an idea.
   b. the money you get back from buying a new product.
   c. how you feel when you make a suggestion.

2. You should think about WIIFM when you are developing your suggestions because:
   a. it makes the information more factual.
   b. everyone wants to know how he or she will benefit.
   c. people don't care about the details.

3. When you are writing, you should :
   a. choose your words carefully so that you write perfectly the first time you put it on paper.
   b. listen to what everyone tells you and write it exactly.
   c. write a draft first, and then edit and proofread your draft.

4. Information you get orally is:
   a. always accurate.
   b. never accurate.
   c. often unreliable and/or inaccurate.

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1 "Strongly agree"	2 "Agree"	3 "Disagree"	4 "Strongly disagree"

5. I think that I am good at making suggestions.
   1 2 3 4
6. I know how to identify areas of improvement and how to look for better ways of doing things.
   1 2 3 4
7. I feel confident that I can find the information I need to support my suggestions.
   1 2 3 4
8. I think the messages I design are clear and concise.
   1 2 3 4
9. I make suggestions when I have an idea of how to improve something.
   1 2 3 4
10. I verify the information I use when putting together my suggestion.
    1 2 3 4
11. I make sure I target the right audience for my suggestion.
    1 2 3 4
12. I make sure and include the WIIFM (What's in it for me) when I put together a suggestion.
    1 2 3 4

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Name _____ Date _____

Pretest/Posttest

Circle the letter that represents the correct answer.

1. Return on investment (ROI) is:
   a. the savings you get from implementing an idea.
   b. the money you get back from buying a new product.
   c. how you feel when you make a suggestion.

2. You should think about WIIFM when you are developing your suggestions because:
   a. it makes the information more factual.
   b. everyone wants to know how he or she will benefit.
   c. people don't care about the details.

3. When you are writing, you should :
   a. choose your words carefully so that you write perfectly the first time you put it on paper.
   b. listen to what everyone tells you and write it exactly.
   c. write a draft first, and then edit and proofread your draft.

4. Information you get orally is:
   a. always accurate.
   b. never accurate.
   c. often unreliable and/or inaccurate.

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1	2	3	4
"Strongly agree"	"Agree"	"Disagree"	"Strongly disagree"

5. I think that I am good at making suggestions.
   1 2 3 4
6. I know how to identify areas of improvement and how to look for better ways of doing things.
   1 2 3 4
7. I feel confident that I can find the information I need to support my suggestions.
   1 2 3 4
8. I think the messages I design are clear and concise.
   1 2 3 4
9. I make suggestions when I have an idea of how to improve something.
   1 2 3 4
10. I verify the information I use when putting together my suggestion.
    1 2 3 4
11. I make sure I target the right audience for my suggestion.
    1 2 3 4
12. I make sure and include the WIIFM (What's in it for me) when I put together a suggestion.
    1 2 3 4

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Instructor _____
Class Schedule _____
Module _____

Your instructor will complete these questions

A. Course Number _____
Site Location _____

B. Who completed this form?
(MARK ONE BOX)

- ❑ The learner
- ❑ The learner with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____
_____

C. Date form completed: ___/___/___

1. **Name:** _____
2. **Address:** _____

_____

3. **Phone Number:** ( ) _____
4. **Social Security Number:**

_____-_____-_____

5. **Age:** _____
6. **Were you born in the United States?**
   ❑ Yes ❑ No
7. **Sex:** ❑ Male ❑ Female
8. **Race: (Mark One Box)**
   - ❑ White
   - ❑ Black (African American)
   - ❑ Asian or Pacific Islander
   - ❑ American Indian or Alaskan Native
   - ❑ Hispanic
   - ❑ Other (Please specify):

_____

9. **Is English the language that is spoken most often in your home?**
   ❑ Yes ❑ No
10. **How many years of school have you completed?** _____
    Of these, how many in the U.S.? _____
    In any other country? _____
11. **Are you a union member?**
    - ❑ Yes- What is the name of your union?

      _____
    - ❑ No
12. **Please rate your ability to perform each of the following activities.**

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

13. **Do you have a job?**
    - ❑ Yes, employed
    - ❑ Yes, on temporary layoff

    → *Go to next page*

    - ❑ No, retired
    - ❑ No, not employed

    → STOP

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Thank you. You have completed this form. Please return it to your instructor.

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Please answer questions 14-18 for the job that allows you to take this course.

14. Name of company or employer:

_____

15. Job Title:

_____

16. On average, how many hours per week do you work on this job?

_____ - _____ Hours per week

17. How much do you earn at this job?
(Write amount and mark one box)

$_____ ❑ Per hour ❑ Per year

18. Do you get any of the following benefits at this job?

(Mark one for each line)

	Yes	No
Paid vacation	❑	❑
Paid sick leave	❑	❑
Paid holidays	❑	❑
Health insurance	❑	❑

19. How long have you worked at this job?

_____ - _____ and _____ - _____
years months

20. At your job, do you need to do any of the following?

(Mark one for each line)

	Yes	No
Read instructions	❑	❑
Receive spoken instructions in English	❑	❑
Speak English	❑	❑
Work as part of a team	❑	❑
Write in English	❑	❑
Use math	❑	❑
Solve problems/use reasoning	❑	❑

21. Do you work at more than one job?

❑ Yes ❑ No

Thank you. You have completed this form. Please return it to your instructor.

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Your instructor will complete these questions

A. Course Number _____
Site Location _____

Instructor _____
Class Schedule _____
Module _____

B. Who completed this form? **(MARK ONE BOX)**

- ❑ The learner
- ❑ The learner, with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____

C. Date form completed: ____/____/____

1. **Name:** _____

2. **Address:** _____

_____

3. **Phone Number:** ( ) _____

4. **Social Security Number:**

_____-_____-_____

5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	❑	❑
A course in using English (such as ESL)	❑	❑
A computer course	❑	❑
A GED course or the GED exam	❑	❑
Courses to get an occupational certificate	❑	❑
A job training course	❑	❑
Courses leading to a 2-year or 4-year college degree	❑	❑
A home-study course	❑	❑

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6. Since this course began, have you:

(Mark one for each line)

	YES	NO
Learned what you wanted to learn in this course?	❑	❑
Changed your educational or career goals?	❑	❑
Had more responsibility added to your job?	❑	❑
Moved to a shift you prefer?	❑	❑
Switched from part-time to full-time?	❑	❑
Received a pay raise?	❑	❑
Been promoted?	❑	❑
Received an award, bonus, or other special recognition on your job?	❑	❑
Received your GED?	❑	❑
Applied for a new job?	❑	❑
Started a new job at another company?	❑	❑
Been laid off?	❑	❑
Left your job for any other reason? (Please Specify)	❑	❑

_____

7. Please rate your ability to perform each of the following activities.

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

**Thank you. You have completed this form.
Please return it to your instructor.**

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Glossary Words

1. Brainstorming - coming up with as many ideas as you can.
2. Customer - someone to whom you hand off something.
3. Eliminate - to get rid of.
4. Improve - to make better.
5. Process - the act of carrying out or going through a series of actions.
6. Resources - assets, materials
7. Suggestion - an idea or a plan.
8. Supplier - someone who hands something off to you.
9. Task - a job, an amount of work which must be done.
10. Waste - trash or rubbish.

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9 Dots

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Improving Our Jobs

There are lots of ways you can improve your jobs.
For example, you might think about ways to:

Eliminate unnecessary steps in work processes.
Eliminate wasted resources.
Eliminate or correct steps where errors or problems are occurring frequently.
Make your job easier.
Help your customers or suppliers.
Improve quality.
Save money.
Save time.

What are some *specific* ways you can think of to improve *your* job?

_____

_____

_____

_____

_____

List one or two **key** suggestions to improve your job–suggestions that you could present to your lead, supervisor, or manager.

_____

_____

_____

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Glossary Words

1. Implement - to begin using a new process.

2. Information - facts, knowledge, an explanation of something.

3. Sources - the place where something comes from, the person information comes from.

4. "Through the Grapevine" - through an informal communication network.

5. Oral- expressed in spoken words.

6. Verify - to prove that something is true.

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Getting the Information You Need

For each question below, write down (a) the information you would need and (b) where you would find that information. Follow the example:

Example: What information would you need if you were going to pay your phone bill? Where would you find that information?

Answer: You would need your telephone bill. You could wait until you get it in the mail, or you could call the telephone company to find out how much you owed.

1. What information would you need if your child needs a computer for school? Where would you find that information?

_____

_____

_____

2. What information would you need if you want to make your mothers famous tamales? Where would you find that information?

_____

_____

_____

3. What information would you need if your supervisor wants you to report how many parts you produced today? Where would you find that information?

_____

_____

_____

4. What information would you need if an OSHA inspector asks you how many injuries there were in your department in the last year? Where would you find that information?

_____

_____

_____

5. What information would you need if there were a chemical spill in your area? Where would you find that information?

_____

_____

_____

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Identifying Information

1. What suggestion does your team plan to make?

   _____

2. What information do you need to support your suggestion?

   _____

   _____

3. Where can you go to find the information you need?

   _____

   _____

Find the information you need to make your suggestion. Write the information below. Attach any additional sheets, if necessary.

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Glossary Words

1. Appropriate - suitable for a purpose or use.

2. Objection - a disagreement or complaint against something.

3. Overcome - to defeat or get the better of someone or something.

4. Persuade - to talk someone into doing or believing something.

5. Presentation - something that is offered in front of a group.

6. WIIFM - Whats In It For Me?

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WIIFM Exercise for Group A

Your **goal** is to persuade someone in group B to make a presentation at next week's class. The subject of the presentation is that person's job. The presentation length is 2 or 3 minutes.

Each presentation should address:

1. How will this presentation benefit them? *(Check all that apply.)*
   - ❑ Speak more English
   - ❑ Practice speaking in front of a group
   - ❑ Teach everyone about his or her job
   - ❑ Tell everyone what he or she does
   - ❑ Other _____
2. Why would he or she want to give this presentation?

   _____

   _____

   _____
3. What objections could he or she have about giving this presentation?

   _____

   _____

   _____
4. How are you going to overcome those objections?

   _____

   _____

   _____

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WIIFM Exercise for Group B

Someone from group A is going to try to persuade you to make a presentation about your job during the next class session.

Please answer the following questions:

1. How do you feel about making a presentation about your job during the next class?

   _____

   _____

   _____

2. What are your objections to making a presentation during the next class?

   _____

   _____

   _____

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Case Study
Return on Investment

You work in a manufacturing company. You operate a machine that shapes small pieces of plastic. The machine automatically bags the pieces correctly by number and then seals the bags.

When each bag is full, it falls into a bin. When the bin is full, you have to stop the machine and empty the bin into a bigger bin in the front of the room. After you empty the bin, you must start the machine and begin again. This takes about 5 minutes.

Recently the engineers in your company fixed the machines in your area so they would produce more parts than before. You are spending more and more time emptying out the bins. In fact, you have been emptying the bins at least 10 times a day.

Right now you are making about 120 bags an hour. You think that if you had bigger bins, your productivity would be higher because you wouldn't be spending so much time emptying the bins. You want to make this suggestion to your supervisor.

1. How much time do you spend each day emptying the bins? (10 empties a day x 5 minutes for each)

   _____

2. If you had to empty the bins only 5 times a day, how much time would you save? (10 x 5) - (5 x 5)

   _____

3. If you had to empty the bins only 5 times a day, how many more bags could you produce in one day?

   _____

4. How many more bags could you produce in one year if you worked 250 days?

   _____

5. If there are 5 people in your department and you all produce about the same number of bags, how many more bags could your department produce in one year?

   _____

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The Next Step

1. Who is the appropriate person(s) for your suggestions?

   _____

2. How will this suggestion benefit that person you are making the suggestion to, the department or the company?

   _____
   _____
   _____

3. Why would the person you are making the suggestion to want to implement this suggestion?

   _____
   _____
   _____

4. What objections could the person you are making the suggestion to have about this suggestion?

   _____
   _____
   _____

5. How are you going to overcome those objections?

   _____
   _____
   _____

6. What is the Return on Investment or cost savings for implementing this suggestion?

   _____
   _____
   _____

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Glossary Words

1. Clear - easy to understand.

2. Concise - simple, short, to the point.

3. Design - to make a plan.

4. Main Points - the most important things you want to include when you are communicating with someone either orally or in writing.

5. Plan - to think about how things should be done before you do it.

6. Process - the steps it takes to do something.

7. Specific - clear or precise.

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The Writing Process

1. **Draft** your message.
   Plan what you're going to say.
   Say it as clearly as you can.
   Use simple sentences.

2. **Edit** your draft.
   Reread it from the point of view of your reader!

3. **Proofread** the final copy.
   Check for errors.

When you are writing, ask yourself:

1. Is it complete? *(Any "main points" missing?)*

2. Is it clear and specific? *(Any "fuzzy meanings"?)*

3. Is it correct? *(Any errors in format, numbers, dates, spelling, grammar, etc.?)*

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What Is Important?

You have a suggestion to improve the way your product is made. Specifically, you want to combine some of the steps you take to make the product.

You think your suggestion will have a number of benefits. You think that it will:

Save time producing the product.
Make the process easier.
Increase productivity.
Increase quality (because there are fewer steps, there should be less of a chance to make mistakes).
Increase morale in your department.

You decide to present this idea to a couple of different people. Which of the above benefits would you want to include if you were presenting the idea to:

A co-worker? _____

_____

_____

A supervisor or lead? _____

_____

_____

Human Resources? _____

_____

_____

Quality Assurance? _____

_____

_____

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What Is the Idea?

1. Whom are we presenting this idea to?

2. What does he or she need and want to know? (WIIFM)

3. What are the main points that you want to get across? How will you design your message?

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An Invitation

TO: _____

FROM: _____

You are invited to attend our final class on ***Making Suggestions!***

I have been participating on a team that has put together a suggestion that we would like to present to you.

Our presentation schedule is:

DATE: _____

TIME: _____

LOCATION: _____

Please let me know if you plan to attend.

Thank you!

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Glossary Words

1. Awards- a prize given to someone for winning or for doing well.

2. Employee Suggestion Form- a company form used to make suggestions.

3. Manner- a personal way of doing something; a style.

4. Timely- occuring at a suitable time.

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Employee Suggestion Form

Please type or print. Use a separate form for each suggestion, and submit the completed form to your supervisor. All suggestions will be acknowledged in a timely manner. If your suggestion is implemented, an appropriate award will be given.

Employee's Name _____ Phone or ext. number _____

Position Title _____ Supervisor's Name _____

My suggestion may: (please check appropriate box or boxes)

- ❑ Save money
- ❑ Save work time
- ❑ Improve safety
- ❑ Improve service
- ❑ Save equipment/supplies
- ❑ Help to train/educate
- ❑ Improve working conditions
- ❑ Other (please explain) _____

State the existing problem or condition: _____

What is your suggestion? (Provide as much detail as possible. Use additional paper if necessary, and attach any extra sheets to this form.). _____

What benefits do you expect as a result of this change? _____

Have you ever submitted this idea before? ❑ Yes ❑ No If yes, when? _____

I have read the rules and understand that all suggestions become the property of the company.

_____ _____

Employee's Signature/Date Supervisor's Signature/Date

For Company Use Only

Date received _____ Date notified _____

❑ Approved–Award: _____ ❑ Rejected– Reason: _____

Date: _____ Signature: _____

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Presentation Outline

1. What is the suggestion you are making?

2. What happened (or is happening) that caused you to come up with this suggestion?

3. Where did you get the information you needed to make this suggestion? What sources did you use? How did you verify the accuracy of the information?

4. Think about the WIIFM for the people in the audience. What is the benefit to them, their department, or the company? What is the return on investment? How did you figure it out?

5. What other information would be important for the people in the audience to know?

6. What visuals (charts, demonstrations, samples, etc.) can you show to prove your point or make it clearer?

7. Who is going to be presenting the information?

8. How are you planning to present the information?

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Glossary Words

1. Brainstorming - coming up with as many ideas as you can.
2. Customer - someone to whom you hand off something.
3. Eliminate - to get rid of.
4. Improve - to make better.
5. Process - the act of carrying out or going through a series of actions.
6. Resources - assets, materials
7. Suggestion - an idea or a plan.
8. Supplier - someone who hands something off to you.
9. Task - a job, an amount of work which must be done.
10. Waste - trash or rubbish.

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9 Dots

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Glossary Words

1. Implement - to begin using a new process.

2. Information - facts, knowledge, an explanation of something.

3. Sources - the place where something comes from, the person information comes from.

4. "Through the Grapevine" - through an informal communication network.

5. Oral- expressed in spoken words.

6. Verify - to prove that something is true.

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Glossary Words

1. Appropriate - suitable for a purpose or use.

2. Objection - a disagreement or complaint against something.

3. Overcome - to defeat or get the better of someone or something.

4. Persuade - to talk someone into doing or believing something.

5. Presentation - something that is offered in front of a group.

6. WIIFM - Whats In It For Me?

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Case Study
Return on Investment

You work in a manufacturing company. You operate a machine that shapes small pieces of plastic. The machine automatically bags the pieces correctly by number and then seals the bags.

When each bag is full, it falls into a bin. When the bin is full, you have to stop the machine and empty the bin into a bigger bin in the front of the room. After you empty the bin, you must start the machine and begin again. This takes about 5 minutes.

Recently the engineers in your company fixed the machines in your area so they would produce more parts than before. You are spending more and more time emptying out the bins. In fact, you have been emptying the bins at least 10 times a day.

Right now you are making about 120 bags an hour. You think that if you had bigger bins, your productivity would be higher because you wouldn't be spending so much time emptying the bins. You want to make this suggestion to your supervisor.

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3. If you had to empty the bins only 5 times a day, how many more bags could you produce in one day?

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4. How many more bags could you produce in one year if you worked 250 days?

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5. If there are 5 people in your department and you all produce about the same number of bags, how many more bags could your department produce in one year?

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Lesson 3: The Importance Of Planning Copyright ©1996 by Coast Community College District **Transparency 5**

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3. Is it correct? *(Any errors in format, numbers, dates, spelling, grammar, etc.?)*

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Fuzzy Meanings

How much *time* does each word below represent? Express your answer in a percentage from 0% to 100%.

Word	Time (%)
Rarely	_____
Occasionally	_____
Seldom	_____
Sometimes	_____
Usually	_____
Always	_____
Frequently	_____

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Glossary Words

1. Awards- a prize given to someone for winning or for doing well.

2. Employee Suggestion Form- a company form used to make suggestions.

3. Manner- a personal way of doing something; a style.

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- ❑ Save equipment/supplies
- ❑ Help to train/educate
- ❑ Improve working conditions
- ❑ Other (please explain) _____

State the existing problem or condition: _____

What is your suggestion? (Provide as much detail as possible. Use additional paper if necessary, and attach any extra sheets to this form.) _____

What benefits do you expect as a result of this change? _____

Have you ever submitted this idea before? ❑ Yes ❑ No If yes, when? _____

I have read the rules and understand that all suggestions become the property of the company.

_____ _____

Employee's Signature/Date Supervisor's Signature/Date

For Company Use Only

Date received _____ Date notified _____

❑ Approved–Award: _____ ❑ Rejected– Reason: _____

Date: _____ Signature: _____

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Winning At Work

Making Suggestions

Supervisor—Turning Ideas Into Action

- The Supervisor's Role
- Making Suggestions: Presentations

Table of Contents

Supervisor Lesson 1: The Supervisor's Role **5–17**

Supervisor Lesson 2: Making Suggestions: Presentations **19–20**

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An Introduction

Supervisors are introduced to the concepts taught in the **Making Suggestions** Module. Return on Investment is determined and supervisors are then given a summary of the lessons. Supervisors are then prepared to assist their employees by providing them with the tools and information they need to make effective suggestions.

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Winning At Work

Making Suggestions

Turning Ideas Into Action

Supervisor Lesson 1

Lesson Description

This Supervisor Lesson is designed to give the supervisors the information they need to help their employees make effective suggestions. The supervisors are asked to think about obstacles to making suggestions in their company and are then given suggested ways to help their employees overcome those obstacles.

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Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** what is included in the Making Suggestions module.
2. **Support** their employees' attempts to make suggestions.

Materials Needed

Hardware

1. Overhead projector
2. Flip chart
3. Flip chart pens
4. Masking tape

Transparencies

"Objectives" (Supervisor Transparency 1)

"Supervisor Guidelines" (Supervisor Transparency 2)

"Supervisor's Role in Training" (Supervisor Transparency 3)

Handouts

"Supervisor Guidelines" (Supervisor Handout 1)

"Supervisor's Role in Training" (Supervisor Handout 2)

Classroom Set-up

Total Time: 60 minutes

Opening- Large Group	10 min.
First Activity- Small Groups	20 min.
Second Activity- Large Group	20 min.
Ending- Large Group	10 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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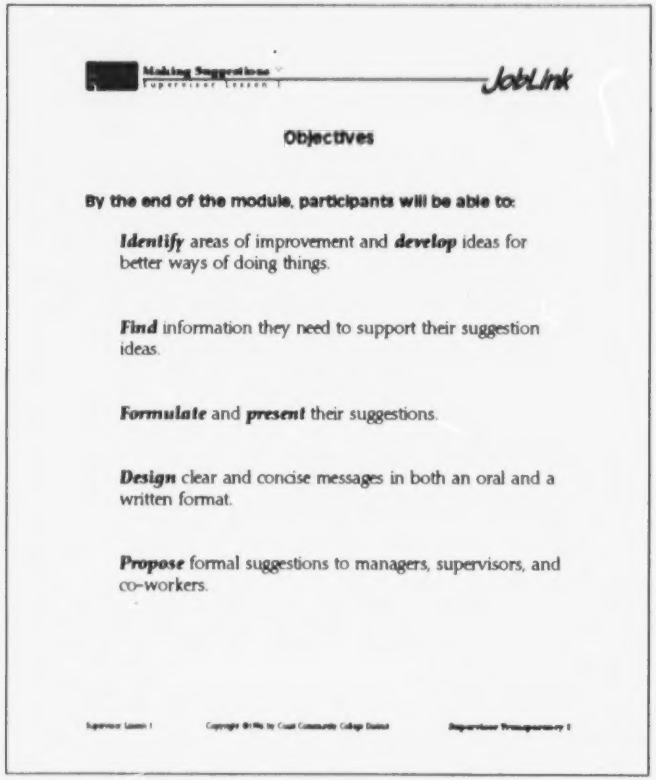
Making Suggestions
Supervisor Lesson 1
JobLink
Objectives
By the end of the module, participants will be able to:
Identify areas of improvement and develop ideas for better ways of doing things.
Find information they need to support their suggestion ideas.
Formulate and present their suggestions.
Design clear and concise messages in both an oral and a written format.
Propose formal suggestions to managers, supervisors, and co-workers.

Supervisor Transparency 1

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Activities

Opening: 10 Minutes

1. **Welcome** the group and **introduce** yourself.

2. **Ask** the supervisors to state their names and to identify their departments or areas.

3. **Explain** the purpose of the next hour: to become familiar with the materials that their employees will use in class the next few weeks.

4. **Project** "Objectives" on the overhead. **Explain** that by the end of the module their employees will be able to:

   Identify areas of improvement and develop ideas for better ways of doing things.

   Find information they need to support their suggestion ideas.

   Formulate and present their suggestions.

   Design clear and concise messages in both an oral and a written format.

   Propose formal suggestions to managers, supervisors, and co-workers.

5. **Ask** the supervisors, "What do you want your people to get out of this training?" **Write** their responses on a flip chart or the whiteboard."

6. **Explain,** "We will be covering a lot of this information in the module."

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Activities

First Activity: 20 Minutes

1. **Ask,** "What happens here at *(name of company)* when an employee has a suggestion?" **Elicit** from the supervisors the suggestion process for that company.

2. **Divide** the supervisors into groups of 2 to 4.

3. **Explain** that each group will be answering a question and presenting that group's answers to the others. **Assign** Questions 1 to half the group, and Question 2 to the other half. Give each group a sheet of flip chart paper, pens, and masking tape, and instruct them to hang their sheet on the wall when they are through. Allow the groups 5-10 minutes to work on their answers.

   Question 1: What do you think is the principal reason why your employees' suggestions are not implemented?

   Question 2: What makes it difficult to make and/or implement suggestions here at *(name of company)*?

4. **Invite** each group to present its ideas. **Discuss** why it is difficult for employees to make suggestions at *(name of company)*.

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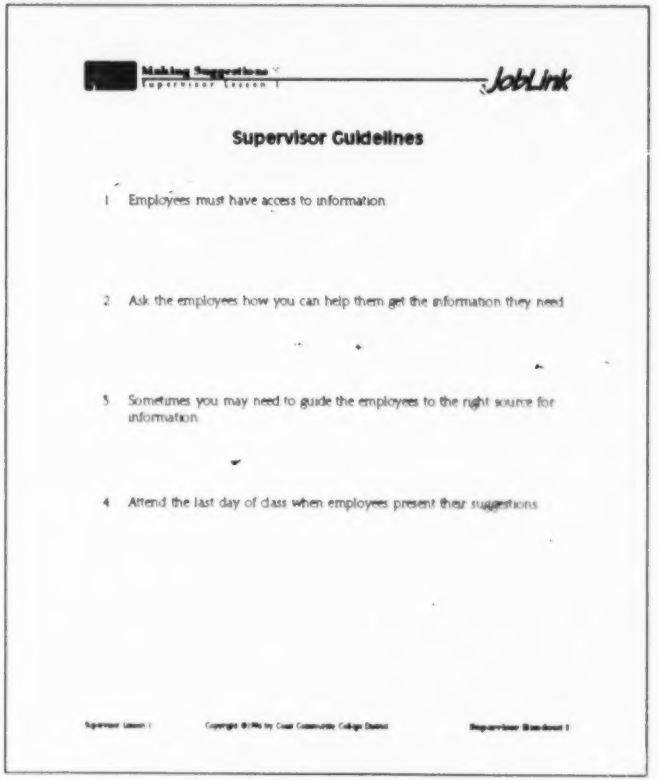

Making Suggestions
Supervisor Lesson 1
JobLink

Supervisor Guidelines

1. Employees must have access to information.

2. Ask the employees how you can help them get the information they need.

3. Sometimes you may need to guide the employees to the right source for information.

4. Attend the last day of class when employees present their suggestions.

Supervisor Lesson 1 Copyright ©1996 by Coast Community College District Supervisor Handout 1

Supervisor
Handout 1, Transparency 2

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Activities

First Activity: (continued)

5. **Ask,** "How would you like it if your employees
   (a) came up with ideas,
   (b) presented them to the right people,
   (c) figured out "What's In It For You" and for the company, and
   (d) supplied some cost savings figures?"

6. **Explain,** "These are our objectives in this module, but we need your help in order to meet those objectives."

7. **Distribute** "Supervisor Guidelines". **Discuss** the guidelines with the group. **Explain** the last guideline; **tell** supervisors that they will be invited to the presentations on the last day *(about halfway through the last class).*

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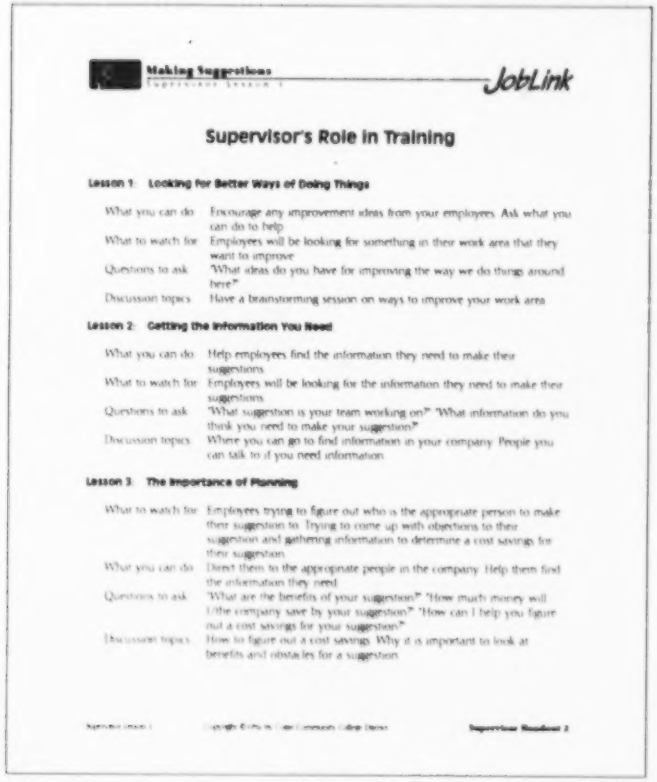


Making Suggestions
Supervisor Lesson 1
JobLink

Supervisor's Role in Training

Lesson 1: Looking for Better Ways of Doing Things

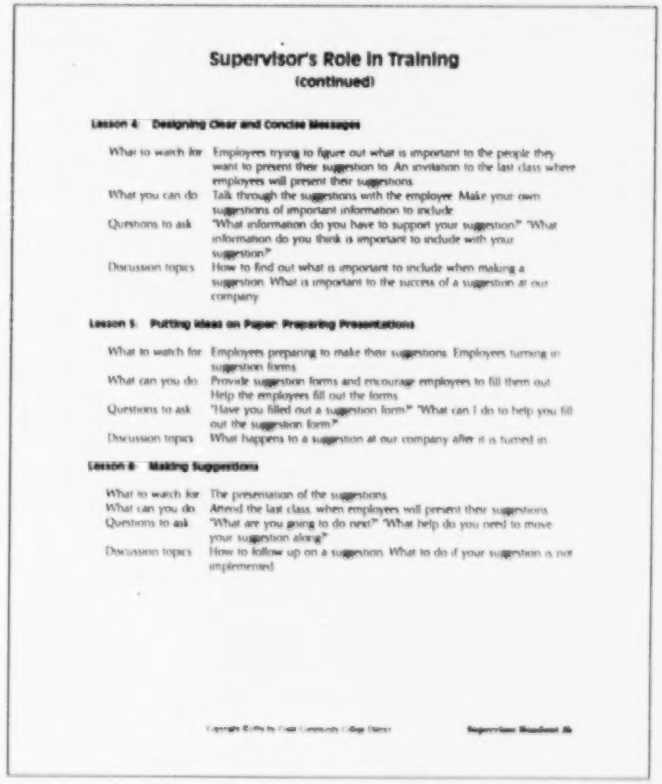
What you can do:	Encourage any improvement ideas from your employees. Ask what you can do to help.
What to watch for:	Employees will be looking for something in their work area that they want to improve.
Questions to ask:	"What ideas do you have for improving the way we do things around here?"
Discussion topics:	Have a brainstorming session on ways to improve your work area.

Lesson 2: Getting the Information You Need

What you can do:	Help employees find the information they need to make their suggestions.
What to watch for:	Employees will be looking for the information they need to make their suggestions.
Questions to ask:	"What suggestion is your team working on?" "What information do you think you need to make your suggestion?"
Discussion topics:	Where you can go to find information in your company. People you can talk to if you need information.

Lesson 3: The Importance of Planning

What to watch for:	Employees trying to figure out who is the appropriate person to make their suggestion to. Trying to come up with objections to their suggestion and gathering information to determine a cost savings for their suggestion.
What you can do:	Direct them to the appropriate people in the company. Help them find the information they need.
Questions to ask:	"What are the benefits of your suggestion?" "How much money will t the company save by your suggestion?" "How can I help you figure out a cost savings for your suggestion?"
Discussion topics:	How to figure out a cost savings. Why it is important to look at benefits and obstacles for a suggestion.



Supervisor's Role in Training
(continued)

Lesson 4: Designing Clear and Concise Messages

What to watch for:	Employees trying to figure out what is important to the people they want to present their suggestion to. An invitation to the last class where employees will present their suggestions.
What you can do:	Talk through the suggestions with the employee. Make your own suggestions of important information to include.
Questions to ask:	"What information do you have to support your suggestion?" "What information do you think is important to include with your suggestion?"
Discussion topics:	How to find out what is important to include when making a suggestion. What is important to the success of a suggestion at our company.

Lesson 5: Putting Ideas on Paper: Preparing Presentations

What to watch for:	Employees preparing to make their suggestions. Employees turning in suggestion forms.
What can you do:	Provide suggestion forms and encourage employees to fill them out. Help the employees fill out the forms.
Questions to ask:	"Have you filled out a suggestion form?" "What can I do to help you fill out the suggestion form?"
Discussion topics:	What happens to a suggestion at our company after it is turned in.

Lesson 6: Making Suggestions

What to watch for:	The presentation of the suggestions.
What can you do:	Attend the last class, when employees will present their suggestions.
Questions to ask:	"What are you going to do next?" "What help do you need to move your suggestion along?"
Discussion topics:	How to follow up on a suggestion. What to do if your suggestion is not implemented.

Supervisor
Handout 2, Transparency 3

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Activities

Second Activity: 20 Minutes

1. **Distribute** "Supervisor's Role in Training". **Review** the information on the handout. **Ask** the supervisors to add any information they feel is important.

2. **Ask,** "Are there any particular areas that you would like the suggestions to focus on?" **Write** down any suggestions.

3. **Discuss** the importance of supervisor support and reinforcement to the success of this module. **Explain** that in order for the suggestion to be useful, the employees may need feedback and assistance.

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Activities

Ending: 10 Minutes

1. **Ask** if the supervisors have any questions; **ask** too if they have any suggestions for making the classes go smoothly.
2. **Remind** the supervisors of the importance of their attending the last class.
3. **Thank** them for their time and participation.
4. **Say** good-bye.

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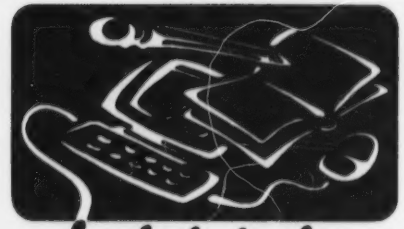

JobLink

Winning At Work

Making Suggestions

Turning Ideas Into Action

Supervisor Lesson 2

Lesson Description

The second hour of the Supervisor Lesson is combined with the employees' last class. Supervisors should attend the class *(or classes)* in which their employees are involved. Each supervisor will be asked to give feedback on the suggestion and to discuss how employees can move their suggestions through the system at their company.

See *Lesson 6* in the **Making Suggestions** module for the rest of the instructor materials.

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Supervisor Guidelines

1. Employees must have access to information.

2. Ask the employees how you can help them get the information they need.

3. Sometimes you may need to guide the employees to the right source for information.

4. Attend the last day of class when employees present their suggestions.

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Supervisor's Role in Training

Lesson 1: Looking for Better Ways of Doing Things

What you can do: Encourage any improvement ideas from your employees. Ask what you can do to help.

What to watch for: Employees will be looking for something in their work area that they want to improve.

Questions to ask: "What ideas do you have for improving the way we do things around here?"

Discussion topics: Have a brainstorming session on ways to improve your work area.

Lesson 2: Getting the Information You Need

What you can do: Help employees find the information they need to make their suggestions.

What to watch for: Employees will be looking for the information they need to make their suggestions.

Questions to ask: "What suggestion is your team working on?" "What information do you think you need to make your suggestion?"

Discussion topics: Where you can go to find information in your company. People you can talk to if you need information.

Lesson 3: The Importance of Planning

What to watch for: Employees trying to figure out who is the appropriate person to make their suggestion to. Trying to come up with objections to their suggestion and gathering information to determine a cost savings for their suggestion.

What you can do: Direct them to the appropriate people in the company. Help them find the information they need.

Questions to ask: "What are the benefits of your suggestion?" "How much money will I/the company save by your suggestion?" "How can I help you figure out a cost savings for your suggestion?"

Discussion topics: How to figure out a cost savings. Why it is important to look at benefits and obstacles for a suggestion.

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Supervisor's Role in Training
(continued)

Lesson 4: Designing Clear and Concise Messages

What to watch for: Employees trying to figure out what is important to the people they want to present their suggestion to. An invitation to the last class where employees will present their suggestions.

What you can do: Talk through the suggestions with the employee. Make your own suggestions of important information to include.

Questions to ask: "What information do you have to support your suggestion?" "What information do you think is important to include with your suggestion?"

Discussion topics: How to find out what is important to include when making a suggestion. What is important to the success of a suggestion at our company.

Lesson 5: Putting Ideas on Paper: Preparing Presentations

What to watch for: Employees preparing to make their suggestions. Employees turning in suggestion forms.

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Discussion topics: What happens to a suggestion at our company after it is turned in.

Lesson 6: Making Suggestions

What to watch for: The presentation of the suggestions.

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Objectives

By the end of the module, participants will be able to:

Identify areas of improvement and ***develop*** ideas for better ways of doing things.

Find information they need to support their suggestion ideas.

Formulate and ***present*** their suggestions.

Design clear and concise messages in both an oral and a written format.

Propose formal suggestions to managers, supervisors, and co-workers.

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Lesson 3: The Importance of Planning

What to watch for: Employees trying to figure out who is the appropriate person to make their suggestion to. Trying to come up with objections to their suggestion and gathering information to determine a cost savings for their suggestion.

What you can do: Direct them to the appropriate people in the company. Help them find the information they need.

Questions to ask: "What are the benefits of your suggestion?" "How much money will I/the company save by your suggestion?" "How can I help you figure out a cost savings for your suggestion?"

Discussion topics: How to figure out a cost savings. Why it is important to look at benefits and obstacles for a suggestion.

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Supervisor's Role in Training
(continued)

Lesson 4: Designing Clear and Concise Messages

What to watch for: Employees trying to figure out what is important to the people they want to present their suggestion to. An invitation to the last class where employees will present their suggestions.

What you can do: Talk through the suggestions with the employee. Make your own suggestions of important information to include.

Questions to ask: "What information do you have to support your suggestion?" "What information do you think is important to include with your suggestion?"

Discussion topics: How to find out what is important to include when making a suggestion. What is important to the success of a suggestion at our company.

Lesson 5: Putting Ideas on Paper: Preparing Presentations

What to watch for: Employees preparing to make their suggestions. Employees turning in suggestion forms.

What can you do: Provide suggestion forms and encourage employees to fill them out. Help the employees fill out the forms.

Questions to ask: "Have you filled out a suggestion form?" "What can I do to help you fill out the suggestion form?"

Discussion topics: What happens to a suggestion at our company after it is turned in.

Lesson 6: Making Suggestions

What to watch for: The presentation of the suggestions.

What can you do: Attend the last class, when employees will present their suggestions.

Questions to ask: "What are you going to do next?" "What help do you need to move your suggestion along?"

Discussion topics: How to follow up on a suggestion. What to do if your suggestion is not implemented.

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